THE AGAPE MINISTRY PROJECT OF THE GREATER HARVEST BAPTIST CHURCH

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ABSTRACT

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This prevention project was developed and implemented within the context of ministry at Greater Harvest Baptist Church located at 1101 Bryden Road, Columbus, Ohio 43205. The project provides counseling, tutoring, and social enhancement activities for youth referred from Franklin County Juvenile Court Diversion Unit who were at risk of becoming involved in the Juvenile Court System.

Activities were held at the church. Each of the eight referrals have not had additional contact with the court and successfully completed the project.

ACKNOWLEDGMENTS

I am deeply appreciative to the Greater Harvest Baptist Church family for their support, and prayers given to me during my doctoral journey. There were times when I felt I would not finish this endeavor. However, God continued to make a way when it seemed bleakest.

Special thanks to my mother, who at 83 years of age continues to be a beacon on top of Mt. Zion letting her light shine. I am also grateful to God for giving me three beautiful daughters. Traci Rochelle, a student at Bethune Cookman University, Staci Lynette, a student at Columbus State Community College, and Natalie Rae, a student at Cheynne State University.

I would also like to personally thank my dear friend, Dr. Curtis Lewis for planting the seed that has led to this moment. My friends Calvin Jamison, David Clark, Dr. Alice Franklin Elder, Dr. Lee Underwood, Dr. Mark Davis, Dr. Gloria Friend, Ms. Aline Davis, Joan Payne, Patricia Julious, Phyliss Manigo, Gwen Isone, Linda Davenport, Jimmy Phillips, and Lewis Taylor.

To God be the glory great things He has done. Finally to my mentors, Dr. Mozella Mitchell, Dr. Johnny R. Youngblood thanks and may the joys of the kingdom continue to be yours.

PREFACE

When I became pastor of Greater Harvest Baptist Church in October of 1993 I was deeply moved by the crime problem in the area . The endless cycle of young men and women standing on street corners, sitting on porches consuming 40 ounces, and engaging in all types of illicit behavior.

I began to mediate and pray for direction. This project was conceived because of much prayer. After thinking about it, the church and I began to dialogue and conduct brainstorming sessions. As a result of these sessions, the Agape Ministry Project was developed and implemented.

God has smiled on our efforts. We are now beginning to see the results of our efforts. We pray that God will continue to allow this ministry to be a blessing to someone else.

If I can help somebody as I travel on,
If I can inspire somebody with a kind word, or a song.
If I can teach somebody who may be living wrong,
Then my living will not be in vain.

DEDICATION

First of all, I would like to give honor to God who not only has spared my life, but who has lifted me up out of the mired clay and placed my feet on a solid rock to stay. I am also dedicating this work to my mother, who God has spared to witness this miracle. Then, I would be remiss if I failed to thank God for giving me three beautiful daughters -- Traci, Staci, and Natalie -- who will find their own niche and make their own contributions in time. I must also thank my consultants, especially Dr. Alice Franklin Elder and Dr. Curtis Lewis for their untiring efforts, and my contextual associates, Dr. Lee Underwood and Joan Payne, who has meant so very much to me. What a , spiritual woman! And last, but not least, I thank the Greater Harvest Baptist Church family. Thank you for your prayers and sacrifices that you have made. Thank you so very much. To God be the glory, great things He has done.

LIST OF ILLUSTRATIONS

Figure

A. The Church has become a seperate entity and is not inclusive. 42

B. The Church should be the focal point in the community. Matthew 28:19 42

LIST OF ABBREVIATIONS

GED	General Equivalency Diploma
GI Bill	Government Issue Bill
DA	District Attorney
AA	Alcoholic Anonymous
NA	Narcotics Anonymous
CPS	Carlson Psychological Survey
D.A.R.E.	Drug Abuse Resistance Education
PAL	Police Athletic Leagues
NCJFCJ	National Council of Juvenile and Family Court Judges

EPIGRAPH

The Spirit of the Lord is upon me, because he hath anointed me to peach the gospel to the poor: He hath sent me to heal the broken hearted, to preach deliverance to the captives and recovering of sight to the blind, to set at liberty them that are bruised.

Luke 4:18 KJV

INTRODUCTION

I was raised in the Mt. Olivet Baptist Church, located at 428 East Main Street in Columbus, Ohio. I was licensed to preach the gospel, and subsequently ordained at Mt. Olivet after graduating from Trinity Lutherian Seminary in 1988. I was called to pastor the Greater Harvest Baptist Church in October of 1993. This project, Agape Ministries, is the culmination of intense dialogue between the pastor and congregation of the church.

My project provided structured activities for youth perceived as being at risk of becoming involved in the Juvenile Justice System. There is a disproportionate number of African American males who are arrested and subsequently incarcerated in our Society. As Pastor, we need to define roles churches can play in addressing this problem and become more actively involved in the correctional arena. The Agape Ministry Project was implemented into the ministry of the Greater Harvest Baptist Church in September 1995. It was completed in June 1996.

In Chapter One, a descriptive overview of the Criminal Justice System is provided. Emphasis is placed on the crime problem in the United States and it's effect on the lives of each of us. We also expound on the functions of the police agencies in the United States. Some discussion is given to the treatment modality used in the model and demographics that make up the target area.

In Chapter Two, we examine the effects of criminal activity in the United States, the substance abuse problem, the successive generations of

violent. Juvenile criminals and family risk factors that continue to contribute to delinquency among our youth. We also give relevant data regarding the number of African American men who are incarcerated.

Chapter Three is designated for the theological undergirding of the project.

In Chapter Four, we discuss the methodology and design of the project. The roles of each contextual associate is discussed in the development and implementation of the project. We also discuss how the project participants responded.

In Chapter Five, we discuss the relationship between Greater Harvest Baptist Church and Franklin County Juvenile Court Diversion Unit. We explore the characteristics of dysfunctional families and how they survive, and cope with the extreme stress in their lives.

Then finally in Chapter Six we reveal the findings and results of the project participants post tests. Discussion is also given to making the project a replica model for other churches to emulate within the context of their ministries. To God be the glory great things He has done.

CHAPTER ONE

MINISTRY FOCUS

An Overview of the Criminal Justice System

At one time not too long ago, the naive but widely held belief was that all social problems, including crime, could be solved and solved easily. This feeling probably reached its height in 1960 with the election of a young, energetic president and the Camelot mood he symbolized for the United States of America. The American people, however, were rudely awakened with President Kennedy's assassination in 1963. The Kennedy assassination created the realization that a crime free society was an impossibility. Most criminologists now consider crime as a conflict-ridden, unresolvable problem that will continue to plague our society.

Accepting the fact that the crime problem is here to stay, society should seek to obtain a better understanding of the problem and work to reduce it. Make no mistake about it, the crime problem affects every one of us, regardless of social status, educational attainment, or geographic location. No one in today's world is immune from crime. Crime is all around us. We read about it daily in our newspapers. We hear about it daily on the radio and we see it daily on television. Americans today are inundated with crime. Both the layman and the populace cannot help but have an awareness of crime.

There are over 40,000 police agencies in the United States. The agencies are federal, state or local in their organization, duties and powers.

Local police agencies comprise approximately 90 percent of the total number. The total agencies range in size from a one officer police force in some small towns to the present 30,000 officer force in New York City. Accordingly, the roles and functions of the various police departments vary. The general functions of police agencies can be divided into three basic functional categories; law enforcement, order maintenance, and service. In many cases, officer duties involve more than one of the basic functional categories. For example, a police directing traffic is performing both order maintenance and service functions.

Therefore, law enforcement functions pertain to the duties of the police in enforcing criminal laws, detecting breaches of the law, and apprehending persons suspected of criminal behavior. The law enforcement function is also known as the crime fighting function of the police.

Police departments vary greatly in the effort to combat crime. Some departments have established special units of civilians to handle the bulk of the service functions. The service function of police activities has little relationship to crime fighting. It consists of tasks that provide services to the community. Examples of service functions include emergency assistance for injured or sick persons, funeral escorts, locating missing persons, checking on elderly citizens, and rescuing cats from trees.

The key police unit involved in the law enforcement function is the patrol unit. Patrol officers are visible on the scene in the community to prevent criminal conduct and to take action when criminal conduct occurs. The objectives of a standard police unit include arresting offenders, and enforcing the law, denying persons the opportunity to commit crimes, influencing conditions otherwise conducive to criminal conduct, protecting

lives and property from criminal conduct, protecting lives and property from criminal conduct, providing instant response for police help, maintaining the peace in the community, and encouraging voluntary compliance with the law.

Because of their roles, police officers normally initiate the criminal justice process with an arrest or citation of a criminal suspect. When a police officer discovers the commitment of a crime and the identity of the offender, the officer can ignore it, informally counsel the offender, arrest the offender, or issue the offender a citation and release him. If the officer either ignores the offense or handles it informally, no official reports are made regarding the offense. It is as if the offense never occurred. Accordingly, police officers have considerable personal discretion in determining the reaction that the criminal justice system will take in individual cases.

The next logical question to be asked is does the racial makeup of a community influence a police officer's discretion. It is obvious by the disproportionate number of African Americans involved in the justice system, either incarcerated, on parole or probation, living in supervised settings, or waiting disposition for offenses, police officers have tendencies to police inner city communities more aggressively than white communities. Another reason for more aggressive policing is that more delinquents and criminals are concentrated in areas of physical deterioration, congested population, economic dependency, rental homes, and minority populations. The crime rates declined as one moved from the center of the city to the outer zones. Therefore, these areas are not policed as aggressively.

My Call To Greater Harvest Baptist Church

The Greater Harvest Baptist Church is located at 1101 Bryden Road in the city of Columbus, Ohio. It is located within the inner city and has been there for over 100 years. I was called to pastor this congregation in October, 1993. Prior to being called, I had become somewhat despondent. After 12 years in the ministry I was beginning to wonder why God had not given me an assignment. I had tired of going to Mt. Olivet Sunday after Sunday, sitting on the pulpit and doing nothing. My soul was on fire for the Lord and yet I was frustrated. Within a few blocks of my church, there is a lovely park. Over the years in times of trouble I made my way to Franklin Park. There I would cry and promise to straighten my life out. I used to take my daughters to this park and watch them play. I slept in this park when I was homeless. I found solace, peace and tranquility in this park. I communed with God in this park. I asked God to just give me a place to preach. I did not care if they only had three members. When I began serving Greater Harvest, they had only three members. Since that time, the church has grown. Approximately 75 new members have united with the Church. I believe churches have not been properly utilized in combating crime and criminal activity. The Bible says in Matthew 9:35 that Jesus went about all the cities and villages teaching in their synagogues and preaching the gospel of the Kingdom and healing every sickness and every disease among the people. Certainly criminal activity is the result of "disease". Therefore the church should be on the front lines of combat.

Within the surrounding areas of the church, prostitutes are on parade, crack houses are operating, gangs congregate, and alcohol abuse is prevalent. I've been instructed by God to heal every sickness and every disease. That is

why I am excited about this project; because I believe we can reduce crime and criminal activity in our communities. We have the resources within our congregations. We have teachers, social workers, alcohol and drug counselors, nurses, doctors, etc. We need to organize them and begin to minister to the sick and diseased. We need to begin to set the captives free.

God has given me this vision and the tools to implement this ministry to win souls to Christ. The Bible is full of disciples that God used to carry out his mission. In Genesis 39:20-23 Joseph's master sent him to prison because he refused the advances of Pharaoh's wife. But the Lord was with Joseph and showed him mercy, and gave him favour in the sight of the keeper of the prison. The keeper of the prison committed to Joseph's hand all of the prisoners that were in the prison. The keeper of the prison looked not to anything that was under his hand because the Lord was with him and that which he did, the Lord made it to prosper.

The Agape Ministry project will prosper because it is of God. All the years spent working in the criminal justice system were simply training for this moment. During my first year as pastor, I wanted to do something regarding programs for juveniles, but I was not sure what I could do. I began to brainstorm with several of my members who brought a tremendous amount of expertise to the table.

The group included educators at the elementary and college level, a teacher in an elementary school, a counselor, a prison guard, and a member of the military. After several brainstorming sessions, the Agape Ministry project was developed and ready for implementation. The goals are two fold: (1) to reduce the number of juveniles involved in the juvenile justice system who resided in zip code 43205; (2) to get project participants involved in the

church along with their families.

Specifically, a treatment modality was developed that focused on four different types of behavior: 1) thought disturbance, 2) antisocial tendencies, 3) substance abuse, and 4) self-depreciation. The model was developed by Dr. Lee Underwood, one of my contextual associates. Dr. Underwood is also a clinical psychologist for the Department of Youth Services.

All activities were held at the church on Monday, Thursday, and Friday evenings. Sessions were designed to last 40 minutes, with 20 minutes used for debriefing. It was not uncommon for sessions to last for more than 90 minutes.

According to the 1990 census data, a total of 16,818 residents resided in zip code 43205. Of these, 14,086 were African American, 2,446 Caucasian, 43 Native American, 140 Asian, 131 Hispanic, and 103 others. Males accounted for 7,950. The breakdown according to age groups were: 1,651 under 10; 1,312 from 10 through 19; 1,259 from 20 through 29; 1,776 from 30 through 44, 963 from 45 through 59, 783 from 60 through 74 and 206 males over 75. A total of 8,868 females reside in the area. There are 1,633 under age 10; 1,349 were 10 through 19; 1,435 were 20 through 29; 1,961 were 30 through 44; 1,061 were 45 through 59; 1,004 were 60 through 74, and 425 were over 75. The average family size was 3.43.[1]

Another interesting observation was a total of 522 persons were in group quarters, while 302 were institutionalized and 220 were living in group homes, halfway houses, etc. Thirty-six juveniles were living in group quarters. Twenty were institutionalized and living in group homes. Under

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[1]See Appendix I, pp. 93-98.

the category of single parent households with children there were 15 Caucasian males, 124 Caucasian females; 131 African American males, 1,388 African American females, 4 Native American females, 1 Asian male, 4 Asian females, 1 other male and 5 other females.

Within this area 38 persons were in the Armed Forces, 5,274 were employed; 1017 were unemployed; 6,291 were in the civilian labor force and 5,489 were not in the labor force. The unemployment rate was 16.2%.

One of the most notable categories was the educational and household income for the year 1989: 975 had less than a ninth grade education; 2829 had a ninth to twelfth grade education with no diploma; 2718 were high school graduates including GED; 1711 had some college with no degree; 503 had an associate degree; 524 had a bachelor's degree and 291 persons had a graduate or professional degree. In terms of income 1260 earned less than $5,000; 1087 earned from $5,000 to $9,999; 548 earned from $10,000 to $12,499; 305 earned from $12,500 to $14,999; 358 earned from $15,000 to $17,499; 284 earned from $17,500 to $19,999; 279 earned from $20,000 to $22,499; 207 earned from $22,500 to $24,999; 224 earned from $25,000 to $27,499; 209 earned from $27,500 to $29,999; 198 earned $30,000 to $32,499; 113 earned from $32,500 to $34,999; 99 persons earned $35,000 to $37,499; 134 earned from $37,500 to $39,999; 130 earned from $40,000 to $42,499; 11 earned from $42,500 to $44,999; 102 earned from $45,000 to $47,499; 90 earned from $47,500 to $49,999; 112 earned from $50,000 to $54,999; 62 earned from $55,000 to 59,999; 78 earned $60,000 to 74,999; 54 earned from $75,000 to $99,999; 37 earned $100,000 to $124,999 and no one earned between $125,000 to $149,999. But 36 persons earned $150,000 or more.

In the per capita income by race, the Caucasian per capita income was $14,907. The African American per capita income was $6,673, the Native American per capita income was $5,261, Asian pacific islander per capita income was $3,804, while the Hispanic per capita income was $11,300.

It is interesting to know that even in the inner city, Caucasians make twice as much as African Americans.

In the past, Greater Harvest has endeavored to provide the basic services throughout the community by developing an outreach ministry. However, these efforts have not benefited the masses of residents in the area because of their refusal to make a commitment. People are willing to make superficial efforts, as long as they are the recipients of whatever the church is offering to them, be it food vouchers, clothing or limited medical care. However, the church has never attempted to provide any programs or services in addressing the juvenile crime problem in the designated target area.

G. Albee states that more than anything, the traditional negative and myopic understanding of being "at risk" in our culture has been the major barrier to our full empowerment as families.[2]

Our educational institutions and social support agencies have suffered the most from adopting this erroneous conception. Tracking, punitive discipline, low expectations, and unequal treatment of children and parents are some of the most damaging practices. Derogatory practices such as making at risk parents wait longer than others for basic services, treating

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[2]Gordon Albee, Conception of At Risk: Saving Children Means Social Revolution. (Newbury Park, California: University of Chicago Press, 1992).

them with less dignity, lecturing to them in punitive ways, and focusing on their weaknesses to the extreme are practices that have prevailed when a traditional paradigm has been adopted.

In addition to the discrepancies in salaries of African American and Caucasian residents residing in the inner city are the traditional barriers to family empowerment. These include poverty, the drug abuse epidemic, inadequate early childhood care, illiteracy, excessive teen birth rates, homelessness, AIDS, poor health care, malnutrition, and other debilitating conditions. In effect, the social and economic infrastructure of parenting and family life is at risk.[3]

Because of the nature of existing conditions within the designated zip code area 43205, there is a serious crime problem. In 1993, 263 juveniles were arrested and referred to Franklin County Juvenile Court. Ninety youth from age 10 to 17 were arrested for assault. In terms of family dynamics, 6 lived with either a sister or stepsister, 22 lived with a stepfather, 5 lived with a brother or stepbrother, 10 lived with a paternal grandparent, 13 lived with foster parents, 19 lived with their mother and stepfather, 10 lived with their father, and 5 lived with their maternal grandparents.

Another interesting category was drug abuse where 35 arrests occurred. Fifteen had no permanent residence. These youth ranged from age 13 through 17. Sixty-three youth were arrested for petit theft. It is unknown how many of these arrests were drug related. But it is common knowledge that drug users support their habits by engaging in various forms of illicit behavior including theft. There were 13 youth arrested for aggravated

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[3]See Appendix I, p. 102.

robbery, 14 for aggravated trafficking, 18 for carrying a concealed weapon, 12 for felonious assault, and 18 for robbery.

Needless to say, none of the youth arrested for the above offenses will be eligible for the Agape Ministry project.

I was the second of eight children, five sisters and two brothers. My mother only had an eighth grade education. She did domestic work and other menial tasks, but Mom never complained. I have never seen my mother take a drink or smoke a cigarette, nor have I ever heard her swear. She has been a true Christian as long as I have been able to remember. My mom is quite a lady.

At age fourteen I helped to organize a group of neighborhood guys. We called ourselves the "Keys of Harmony". We began singing in local churches and talent shows. Later we started singing rhythm and blues. We changed the group's name to the "Five Hearts". During the summer of 1953, we traveled extensively with Rusty Bryant and Nancy Wilson. We were on some of the same shows with the Four Tops, the Five Royals and Midnighters. I was attracted to the night life and fast crowd. It was not long before I began to experiment with alcohol and marijuana. I felt school was no longer important. I dropped out of school for half a year. I traveled all over the country with the group. Eventually the group broke up. I returned home and reentered school for my final year. It is funny, but one of the guy's mother lied for me by telling the truant officer that I was her son. She was very fair skinned, and I am dark. He looked at her in disbelief. However, this enabled me to transfer to East High School. I graduated in June, 1955. By this time I had lost my interest in the church. I had developed a street value system which included hustling and gambling. From 1955 to 1959, I was in a continuous

struggle with myself. Although I worked during the week, I drank heavily on the weekends. I began to experience blackouts as a result of my drinking. My first serious brush with the law occurred some four years after my discharge from the service in July 1961. During a drinking spree, I passed a number of bad checks and was subsequently charged with insufficient funds. This offense carried a penalty of one to three years. By this time, my alcohol abuse was totally out of control. I can remember Judge Slater telling me, "Son, you are in the big leagues now." He placed me on probation for five years and suggested that I start attending AA meetings. I promised him that I would never drink again. However, 17 days later I was back in jail for operating a motor vehicle while intoxicated. Consequently, my probation was revoked and I was sentenced to one to three years in Mansfield Reformatory. I was paroled after one year and was making a satisfactory adjustment on parole. Nine months later, after being laid off my job, I was back in trouble again. I had broken into a clothing store while under the influence of alcohol. This time, I was sentenced to three to fifteen years in the Ohio Penitentiary. That was the turning point in my life. While in the Ohio Penitentiary, I began to really look around me. I saw men in their 60's and 70's. I told myself, "... this is going to be you, if you don't get your life together."

I was smart enough to begin to take a serious look at my life. It was not only unmanageable, but a total failure. Instead of wasting time, running over other people, and hanging out in the yard with the other men, I chose to go to the library to read and study. I decided that I would try to make prison count for something. I was paroled from London Correctional Institution in 1969. My mother stood by me during the entire ordeal. I truly believe that it was her prayers that provided the stability and motivation that I needed through those difficult experiences.

After arriving home from prison with twenty-five dollars and the clothes on my back, I had to take inventory of myself. The only positive asset I had was a high school diploma and the fact that I was a veteran. So at the age of 32, I enrolled in Franklin University using my G.I. Bill Loan for tuition. I graduated May of 1971 with an Associate Degree in Business Administration. I continued my college education and graduated the following year with a Bachelor Degree in Business Administration.

The Regional Administrator of the Ohio Adult Parole Authority was in my graduating class. He informed me that the agency had received a grant to hire 12 ex-offenders to work with parole officers as assistants. I was the first ex-offender in the State of Ohio to be hired into the correctional system. Also, during that period, the federal government had what was called the Law Education Assistance Act. This grant permitted anyone working in law enforcement to pursue a Master's Degree in any correctional field at no cost. The only requirement was that you had to work in the law enforcement field for five years after receiving the degree. The debt was then paid.

I enrolled in the Master's program at Xavier University, and graduated in May, 1983, with a Master's Degree in Corrections. During the period from 1972 to 1976, I received two promotions. The first was a Deputy Ombudsman. Each penal institution in the state of Ohio had to establish grievance procedure for the investigation of complaints that had not been resolved at the local level. It was my responsibility to go to the various institutions in Ohio and conduct the investigation. It was very weird, but rather gratifying to feel that you had finally accomplished something in life. However, it was also very sad to see some of the same faces of men who had been released and had returned. Truthfully, I had not changed my value system because I was still involved in most of the same behavior.

My second promotion was in 1974 to the position of State Parole Officer. I was the first ex-offender in the state of Ohio to be hired in that capacity. I had also married and was a proud parent of three daughters. All three girls are college students now. The twins are Traci Rochelle who attends Bethune Cookman College and Staci Lynette who attends Columbus State Community College. Natalie Rae attends Cheyne State University.

In 1978, I had one more brush with the law. I had been at the race track and was gambling on the horses. During the course of the night, I met a woman and we started to party. One thing led to another and we spent the night together. I took her home the next morning and returned home to sleep. I was awakened by police officers holding shotguns to my head. I was arrested and charged with rape. While in jail, I began to call on the Lord as I had done before, but it was different this time. I was earnestly calling upon the Lord for help and deliverance. God answered my prayers and three days later, the rape charge was dismissed and I was set free.

I preached my first sermon in December, 1981 and shortly after enrolled in Trinity Lutheran Seminary. I graduated in May, 1988 and was ordained into the Gospel Ministry by Dr. Charles E. Booth, Pastor of Mt. Olivet Baptist Church, Columbus, Ohio.

I am still employed by the Department of Youth Services as a Criminal Justice Planner. I provide technical assistance to the 30 counties located throughout the northwestern part of Ohio. The primary objective of the programs in these counties is to keep youth out of the criminal justice system.

God has blessed my mother, who is 83 years old, to live to see my transformation from a drunk to a pastor. My mother stood by me when everyone else had given up on me, including my own family.

To begin this discussion, this question needs to be asked. What is the real purpose of incarceration? For most people, incarceration is designed primarily to separate law breakers from law abiders. In principle, that may be true. Prisons are necessary because the actions of some pose a threat to society. Locking them up is a way to get them off the streets, and get them to repay their debt to society. The penal system is also structured to rehabilitate convicted criminals into productive, contributing citizens.

It sounds workable. But in America, the prison system is anything but workable. Recent studies have been done which have pointed out the discrepancies that are occurring throughout the Criminal Justice System.

In a recent article submitted to the Dayton Daily News by Connie Case on October 9, 1995, she stated that African American only make up 12 percent of the U.S. population, yet they comprise 74 percent of prisoners serving time on drug charges. This means one in every three young African American men is serving a criminal sentence, either in prison, on probation, or parole. That incidentally is a dramatic increase from just five years ago when the proportion was one in four.

If we take a look at U.S. Justice Department statistics, we find that on any given day this year, 32 percent of African American men between the ages of 20 to 29 are serving a criminal sentence.[4] That is 827,400 young African American men who are either in jail, prison, probation, or on parole. It does not include those who are awaiting trial or who served time before they turned 20. By contrast, Caucasians comprise 88 percent of the population. Yet only 6.7 percent of young Caucasian men between the ages of 20

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[4]"Connie Case untitled article, " (Dayton Daily News; October 9, 1995).

and 29 were serving a criminal sentence. Incidentally, among African American women, the figure was 4.8 percent and 1.4 percent for Caucasian women.

It is alarming that in America, African Americans are incarcerated six times as often as Caucasians. The 827,400 African American men in prisons and jails surpassed the 537,000 enrolled in higher education.[5]

From these facts, the conclusion can be drawn that police departments target African American youth more aggressively than Caucasians and that African Americans are responsible for a disproportionate share of crime. The evidence is clear. Over the years, we have failed to invest in people. So many have been swept aside by the tidal wave of progress. Unfortunately, only a small segment in the African American community have benefited from this progress. Therefore, in the inner city, criminal activity has become an attractive alternative for far to many of our youth.

In the opinion of the writer, we must begin to redirect more resources toward education, employment, skills and training. We also need to begin allocating more resources toward housing as well as drug and alcohol rehabilitation for potential law breakers early in their lives when antisocial attitudes begin to be exhibited.

For those who doubt the connection between wrongdoing and social depravity, consider a rough profile of the average inmate. He is poor, uneducated, likely to be a dropout, the product of a broken home, and in all probability has a history of substance abuse. For the most part, his life has been without hope and any real opportunity to escape desperate straits. This by no means excuses his actions but certainly explains them.

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[5]"Crime in the United States," Uniform Crime (F.B.I., Washington, D.C.; 1993)

Where is all this going to get us? In this era of strained budgets and deficits, getting a share of the Federal resource pie is getting tougher. The continuous building of prisons represents a rear-end answer. There is a critical need for funds that include front-end problems such as dropouts, poverty, homelessness, lack of opportunities, etc. We will never be able to build enough prisons to meet demands. We need alternatives to fund programs that address families at risk of becoming involved in the Criminal Justice System.

The African American Church had no other alternative but to develop its own economic institutions. The American economic system particularly in the aftermath of the institution of slavery, systematically excluded many African Americans from an understanding of how they could effectively control their economic destiny.[6]

One of the economic programs that was popular during the latter half of the century was the beneficial societies, founded soon after the Civil War among the poor, landless African Americans. The beneficial societies were the runners of secular insurance companies. These societies were organized primarily to provide African Americans with assistance in times of sickness and death. Many were connected with African American churches. Some are still in existence in some areas of the South.

During the latter years of the 18th century and throughout the 19th century African American churches took the initiative to give African Americans educational opportunities by establishing schools. They raised millions of dollars to give cooperative support to missionaries and worthy students. It

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[6]"The Economics of the Black Church." National Assembly of Black Churches (Nashville, Tennessee, 1986).

is ironic that by the year 1902, the Baptists and Methodists were supporting a combined total of over one hundred fifty schools. How many schools are the churches supporting today? The church needs to reestablish itself as the focal point in the community where social ministries can be implemented.

Today's youth are faced with a multitude of complex issues that seemed to have multiplied during the last decade. The lack of adequate coping skills being followers of most sophisticated peers, and the lack of adult role models to emulate have been contributing factors in the rise of delinquent activity. These factors have contributed to the subsequent incarceration of an increasing number of African American youth. Families with children under six years of age are now the poorest of the poor and are more likely to lack basic health insurance than any other segment of the population.

The penetration of poverty into the family's total system is seen in many ways. Perhaps the most alarming factor is the absence of the family's community net that once protected parents and children from the full force of poverty.[7]

I have developed the Agape Ministry Project to combat criminal and antisocial behavior in zip code 43205. This area had the second highest number of arrests of juveniles within the Columbus area of the metropolitan area in 1993. Juveniles arrested for minor offenses residing in this area were referred to the Greater Harvest Baptist Church by the Diversion Unit of Franklin County Juvenile Court.[8]

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[7]Fred Edelman M., Families in Peril: An Agenda for SocialChange (Cambridge, MA: Harvard University Press, 1987).

[8]See Appendix I, pp. 99-106.

The project provided individual and group counseling, tutoring, cultural enrichment experiences, self-image and self-esteem activities to enable them to see themselves in more positive ways. Most of the referrals have very little success experiences in their lives. The majority of participants had never gone to a restaurant known how to use utensils. A point system was incorporated to ensure that everyone experienced some level of success and was rewarded for it.

The goal was to replace negative attitudes with positive ones. Undergirding our efforts was the admonishment of the Apostle Paul in II Corinthians 5:18, "that all things are of God who hath reconciled us to himself by Jesus Christ and hath given to us this ministry of reconciliation."

I believe the time spent in prison was an apprenticeship to prepare me for this charge. Truly, these youth need to be reconciled to their neighbors, and God who loved them so much that he paid the ultimate price on Calvary so that reconciliation could be made possible.

Therefore, this project will be structured to provide services for those youth seen as at risk of becoming involved in the juvenile justice system. Project youth will be referred from the Franklin County Juvenile Court, Diversion Unit, parent, school, or any other significant other.

All programming originated from Greater Harvest Baptist Church located at 1101 Bryden Road, Columbus, Ohio 43205, on Monday, Tuesday, and Thursday evenings from 6:00 PM until 7:30 PM.

Each project participant will be given a post test which has been developed around these areas. (1) Chemical Abuse, (2) thought disturbance, (3) antisocial tendencies, and (4) self-depreciation.

We envision the group will run from four to six months.

CHAPTER TWO

JUVENILES AND CRIME

America has a violent crime problem. It is, to a substantial degree, concentrated in the central cities. African Americans are disproportionately concentrated in these dangerous environments. In 1992, African American males 12 to 19 years old were 25 percent more likely to be victims of crime than Caucasians of their age group. Young African American females (largely as the result of sexual assault) were 70 percent more likely than their Caucasian counterparts. The murder rate among African American youth (persons under age 20) which was already three times that of Caucasian youths in 1986, doubled in the five years between 1986 and 1991, while the Caucasian rate remained unchanged. In Philadelphia, Princeton political scientist John Dilulio reports that there were 89 murders of people under age 20 in 1994. All but five of the victims were nonwhite.[1]

African American criminals generally prey on their own. A justice department statistic that stated that African Americans are 50 times more likely to commit violent crime against Caucasians than vice versa has led some to suggest that African American criminals target Caucasians, but the evidence does not bear this out. There are roughly eight times as many Caucasians as African Americans and there are about six times as many

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[1]John DiIvlio, Jr., White Lies About Black Crime, N. 118 (Winter 1995): P. 30-34.

violent criminals per capita among African Americans as among Caucasians. So, if criminals choose their victims at random, without regard to race, one would expect the black on white victimization rate per black person to be 48 times as large as the white on African American rate per Caucasian person. Thus, it does not appear that African American criminals take affirmative action to find white victims.

Not surprisingly, African Americans increasingly view crime as their number one concern. Dilulio reports that the percentage of Americans who cited crime as a major national problem rose from about five to seven, between 1986 and 1991. Yet the proportion of African Americans living in central cities who identified crime as a major problem in their neighborhood rose from about one in ten to nearly one in four. Moreover, one in five African American children in central city neighborhoods say they fear being attacked on their way to and from school. More than one half of these children worry a lot or worry somewhat about being a crime victim. One study cited by Dilulio found that some 27 percent of African American children, compared to 5 percent of Caucasian children, think it is likely that they will be shot. Only a decade ago, one national magazine after another reported on the purported psychological damage done to American children by their fears of nuclear war. Whatever the merits of those claims, it seems clear that the fears experienced by urban minority youngsters of being raped, bludgeoned or shot must be far more debilitating.[2]

Even more alarming is the fact that this situation will probably worsen considerably over the next decade as the male population aged 14 to

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[2]Ibid.

17 grows by about 25 percent overall and by 50 percent among African Americans. Aggravating this demographic trend is the fact that, for at least a half century, each successive generation of juvenile criminals has been more violent, and has committed more crimes, than its predecessor. Each twenty year period since 1950 has witnessed an approximate tripling in the extent of violent lawbreaking among juveniles engaged in crime. There is no reason to expect this progression to attenuate, given the dismal conditions of so many poor children in America's cities. Violent crime is therefore bound to increase in inner cities and not only there, in the short run. Necessarily, a disproportionate number of the victims claimed by this rising tide of violence will be African Americans.

Urban violence on such a scale, involving African Americans as both perpetrators and victims, poses a profound dilemma for African American leaders and intellectuals. On the one hand, African American elites most representative of the decent, law-abiding majority of African Americans cower fearfully inside their homes while drug peddling teenagers rule the inner city streets. They must do so not only to enhance their group's reputation among Caucasians, but as a precondition for African American dignity and self respect.

On the other hand, these elites must counter the demonization of young African American men in which the majority culture is now feverishly engaged. Even as they condemn them for degrading their community, they cannot but view with sympathy the plight of the many poor, African American youngsters who are not incorrigible but who have nevertheless committed crimes. They must wrestle with the complex causes, historical and contemporary, internal and external to the African American experience, that

account for this pathology, even as they insist that despite them, each African American youngster has the freedom to choose a moral way of life. This, too, is necessary for the African American community's dignity and self respect.

This dilemma is made all the more difficult by the reaction of Caucasians to the threat posed by young African Americans in the cities. Caucasians are frightened by and disgusted with the violent criminal behavior they associate with inner city African American youths. Their fear and disgust have bred contempt. That contempt has in turn produced a truly remarkable degree of publicly expressed disrespect and disdain for African Americans. It is no exaggeration to say that African American male youngsters in the central cities have been demonized in the popular mind as no other group in recent American history. What was once whispered is now openly shouted. One conservative critic has declared, perhaps aptly, of white opinion: the criminal and irresponsible African American underclass represents a revival of barbarism in the midst of Western civilization. The objective basis for such harsh statements not withstanding, there is more than a hint of racism in the relish with which some have taken up this newly liberated racial discourse. No reflective African American can fail to be alarmed by such rhetoric. What, for example, might the majority be expected to do, having discovered a malignant barbarism in its midst? Is it any wonder that rumors of genocidal plots against African Americans circulate with credibility among residents of the poorest urban precincts?

The wise political scientist James O. Wilson observed, in the aftermath of the 1922's Los Angeles riots, that Caucasian fear of young African American males has powerfully contributed to worsening race relations. Fear, he noted, often produces behavior indistinguishable from that produced by old

fashioned racism. It keeps Caucasians out of African American neighborhoods and makes them uneasy about African Americans moving into their neighborhoods. It can induce one police officer to intimidate African American suspects and lead another, seeking the release of tensions, to tell a racist joke. This is all plausible, but it is only part of the story. For, as Wilson would surely acknowledge, there is also a fair amount of Caucasian racism, too.[3]

It is surely fear, and an instinct for self-preservation that explains the broad political support for efforts to increase the size of the incarcerated population. Over the last fifteen years, the public has rewarded politicians who promise to lock them up and throw away the key and has punished those who appear soft on crime. The politicians have learned their lesson. A shift of historic proportions has occurred in the administration of criminal justice since 1980, when the combined population of all state and federal prisons was some 500,000. By 1994, that number had tripled to over 1.5 million. This growth greatly exceeds the increase in violent crime during the same period, and the number of African American men behind bars has probably risen almost four fold.[4]

On a given day in 1993, 372 Caucasians, and Hispanics were incarcerated for each 100,000 in the overall population, while the rate for African Americans was 2,678 per 100,000. African Americans who make up 13 percent of the U.S. population, represented 45 percent of those arrested for

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[3]Maynard Smith, The Theory of Gangs (Cambridge: Harvard University Press, 1981).

[4]James O. Wilson, Crime and Human Nature (New York: University Press, 1985).

violent felonies in 1993 and roughly one half of those held in state and federal prisons. On a typical day in 1994 nearly one third of African American men age 20-29 were either incarcerated, on parole, or on bail awaiting trial. The racial disparity in prison populations has increased sharply in recent years, despite the fact (as nearly all experts agree) that African Americans are sentenced more severely than Caucasians who have been convicted of the same crimes.[5]

What then accounts for the more rapid growth in African American imprisonment? While participation in violent crime has risen faster for African Americans than for Caucasians, this accounts for no more than half the disparity. In Malign Neglect: Race, Crime and Punishment in America, University of Minnesota Criminologist Michael Tonry argues that the war on drugs has been an important cause of the growing black presence in prisons over the last decade and a half. He notes that between 1980 and 1990 the proportion of drug offenders among those admitted to federal prisons in the U. S. rose from 22 to 40 percent, while over the same period the proportion of African Americans among persons admitted to state and federal prisons rose from 39 to 53 percent.[6]

It is worth noting that this antidrug policy did little to reduce drug use in the U. S., even as it locked up a growing number of African Americans. As Tonry observes, narcotic use had been falling for at least five years before the anti drug campaign began in the mid 1980s, and this trend was not accelerated by the war on drugs. Moreover, a number of police officials and prosecutors have admitted that pressure for tangible results in the drug war

[5]Ibid.

[6]Ibid.

led to more arrests in poor inner city areas where, due in large part to the disorganization of these communities, drug sales frequently occur on the streets, and undercover operations are relatively easy to mount.

This is not to say that fighting the drug traffic in urban African American communities was not in the interest of residents. It would be hard to imagine any single thing that would improve life more in poor African American neighborhoods. The point is that increased arrests of street level drug dealers have not reduced the availability or raised the price of cocaine. Disrupted open air drug markets easily move to new locations and there appears to be no shortage of young inner city African Americans willing to replace the street level dealers arrested in anti drug sweeps. In the end, the anti drug strategy has had a negligible impact on the supply of cocaine and heroin, but it has caused a major increase in the supply of African American convicts. Because they often commit violent crimes, many of these convicts deserve to be behind bars anyway. Still, it is hardly surprising that many African Americans remain skeptical about the extent to which the war on drugs has benefited their communities.

There can be little doubt that African Americans, even those living in the most dangerous communities, are deeply ambivalent about the trend toward increased incarceration of young African American men. After all, those wreaking havoc in the urban ghettos are also the brothers, lovers, cousins, and sons of law abiding residents in these same districts. For most urban African Americans, the desire for retribution is tempered by identification with the perpetrators. But for the grace of God, go I. Thus, we now find urban jurors voting to nullify criminal charges against guilty African American defendants and defending their action by saying they could

not bear the thought of sending another African American young brother to prison, and we find liberal African American politicians from the highest crime areas arguing against punitive criminal justice policies, even though their constituents could gain most from an improvement to public safety.

The muted response of inner city residents and of their representative to their own victimization constitutes just about the only check on the severity of contemporary criminal justice policy in America. Were the residents of American ghettos to demand, through their political leaders, that they be protected from these vicious criminals who just happen to be African American, then their cries would powerfully complement the trend toward law and order that already dominates political debate. It would be arrogant to attribute their reticence to false consciousness. More plausibly, this muted response in the face of victimization is a direct and powerful reflection of their ambivalence toward and identification with the perpetrators of these crimes. Viewed in this light, one can better appreciate the tragic moral dilemma in which these people are trapped.

I was reminded of this delicate, perplexing dilemma when talking recently with a young African American lawyer of many years acquaintance, who now labors as a prosecutor for the juvenile division of the district attorney's office in a large city. This young woman, let us call her Elaine, did not want her identity publicly disclosed.

When first entering law school, Elaine never dreamed she would become a prosecutor. Like many of her peers, she presumed that the African American struggle could be best pursued as a member of the defense bar. However, a summer in the public defender's office changed that. Elaine realized that all of our clients were guilty, some, of the most heinous offenses.

Shaken from her naivete, she applied for an assistant district attorney position upon graduation to serve her community by protecting the good people from the predations of the bad. After a brief apprenticeship, she assumed responsibility for a large number of juvenile felony cases that came into the DA's office.

Elaine describes her experience as difficult and frustrating. She talks derisively of those little gang bangers, every one African American or Hispanic, who are both defendants and victims in the endless stream of shooting cases that come across her desk. It seems that there are not that many good guys out there. Most of these kids are involved in gang related cases. Both the victims and the defendants are bad guys. Especially troubling to her is the extent to which the gangs use the criminal justice system as a mere extension of their street activities. A victim in a case one day becomes a defendant the next by walking right out of the court to seek retaliation against the assailant's gang. A witness one day disappears the next as a sudden truce between the warring gangs. He is led to forget what he first claimed to have seen.

While Elaine began by thinking she would help protect the community from bad people, she has now begun to wonder, especially when dealing with gang violence, whether this was an impossible vision. She has also begun to question how her office handles gang related violence. Every allegation is pursued straight forwardly, even though it is ultimately unclear whether justice is being done.

What manner of people are you, who live like this? The question is unavoidable. It is true that African Americans are a scarred and diminished people who have survived more or less intact, after a tremendous travail. But

this is not the only truth. African Americans are a people of resourcefulness, ingenuity, creativity, courage, beauty, and wonder. Foremost, African Americans are a quintessentially American people. The historical scar tissue so evidently manifest in the lives of these poor African American urban masses makes their circumstances special.

It does no good to say that these are a minority of African American persons. There are good and sufficient reasons for their troubling behaviors. Others, who are not African American, have also fallen short. These are truths of course, but voicing them changes nothing. Middle class African Americans must admit, and begin to overcome, their fear in the face of carnage. They are afraid to go into these communities. They do not recognize these kids as a part of them. The distance is great and difficult to bridge. They are also embarrassed by their behavior. They pick up newspapers with trepidation, bracing themselves for news that the latest crime has been committed by an African American person. This silence cannot continue. All African Americans are connected by bonds of history, family, conscience and common perception in the eyes of outsiders, to those in the urban slums. African American politicians, clergy, intellectuals, business men and ordinary folk must create hope in these desolate young lives; they must work to rebuild our communities. They must become their brother's keeper. Only then will change be possible. The nearly 1 million African American men who marched on Washington in 1995 seemed instinctively to understand this.

One of my mentors, Reverend Doctor Johnny Ray Youngblood of Saint Paul Community Baptist Church in Brooklyn, New York, who is renowned for his work in urban reconstruction, has forcefully addressed this issue. In his

1992 Walter Wriston lecture, presented before the conservative Manhattan Institute of New York City, he said, "Why do we rebuild? We rebuild for our own dignity. We rebuild for our own self respect in the eyes of our own fellow men and women, and for respect in the eyes of our God and our children and grandchildren. We build that we be no more a reproach. There is hope in that and dignity as well."[7]

This quest for African American dignity is illustrated by the work of the Ten Point Coalition of Boston, a group of African American ministers devoted to the reconstruction of inner city communities. One member, Reverend Bruce Wall, works by day in the juvenile courts and ministers by night at a local skating rink where young people gather. His philosophy is tough, Christian love. "I'm being Daddy to these kids. You do something wrong, I'll kick your butt. I want to show the white community that African American men care about kids." He has called publicly for the revocation of probation for known gang members and for wanted posters with the names and pictures of gang leaders to be posted in the community.[8]

Another coalition member is Reverend Eugene Rivers, pastor of the Azusa Christian Community. After gang rivalry led to a shooting inside a Boston church in 1992, Rivers said, "No one in the north end, an old Italian neighborhood of Boston, would challenge the notion that a criminal who desecrates a house of worship should be disciplined by the community." He went on to argue for armed patrols by African American church men in some

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[7]Glenn Loury, "The Impossible Dilemma", (New Republic, 1996 v. 214NL, January, pp. 21-25).

[8]Michael Tonry, Malign Neglect: Race, Crime and Punishment in America. (New York: Prentice Hall, 1987).

of the roughest areas, noting that the African American community must discipline its criminal underclass, or risk playing into the hands of right wing whites who dismiss minorities as lawless.[9]

A doctor by profession, Reverend Ray Hammond, pastor of the Bethel AME Church and a coalition member, has abandoned medicine to devote himself full-time to his ministry. In a speech delivered on Martin Luther King Day, 1995, he said, "Where do we go from here? The choice is ours. We can curse the darkness, or we can allow new light to shine through us. We can be the bearers of bad news, or what Martin Luther King called the drum majors for justice. We can be those paralyzed by fear or those who are energized by a faith in God in one another." Reverend Hammond and his colleagues have chosen to struggle against long odds but with indomitable faith, to create hope in the lives of their brethren.[10]

It is of course, terrible to expect that African Americans can or should repair this rent in the social fabric, such a profound malady, one so long in the making. Despite the nobility and morality of their efforts. Reverends Wall, Rivers and Hammond cannot possibly succeed on their own. They deserve help. Indeed, because they have taken responsibility for actively engaging the problem, they have earned the reward, and the cooperative involvement of those outside the African American community.

Dealing with the root causes of African American crime may require remedies beyond the reach of individuals, families, or ethnic collectives. The term root causes has become a pejorative in some quarters. It is said with a sneer, as if the only reason to think about the fundamental sources of

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[9]Ibid.

[10]Ibid.

criminal behavior is exculpatory to relieve some perpetrator of responsibility for his act. If one wants to do more than simply lock them up and throw away the key. It is essential to think about root causes.

There are individual, communal, and social responsibilities involved here. Persons must be held accountable for their wrongful acts. That they act under myriad influences beyond their control cannot be allowed to subvert their accountability. Families and communities are, to some considerable degree, responsible for the behavior of their children. The task of socializing a child is inescapably a familial and communal task. One which can be aimed only in the crudest way by government action. But, in the end, there is no escaping the need for social action mediated by government and politics, in which resources are mobilized in the public sphere to help meet the needs of the indigent. We can argue about how this is to be done and what should be the extent of such social provision, but a decent society cannot tolerate with indifference the deprivation of innocents.

I have not said here what I think we should do about the root causes of urban black crime. That discussion, necessarily speculative, is for another time. I mean only to observe that with the seductive temptation to avoid it so readily at hand, there is a very good chance that nothing will be done beyond the construction of more prison cells.

Recently, the hardnosed criminologist John Dilulio, while observing that some 150,000 juvenile criminals may have to be incarcerated in the years just ahead declared the following: But, some of these children are now still in diapers and they can be saved. So let our guiding principle be to build churches, not jails or we will reap the whirlwind or our own moral bankruptcy. In African American communities around the county, serious

people have recognized the truth in this observation and have devoted their lives to the task ahead. What manner of people are we, that they should be left to labor alone.[11]

Crime In America: Fact or Fantasy

The more easily available the drugs and alcohol are in a community, the greater the risk that drug abuse will occur in that community. Perceived availability of drugs in school is also associated with increased risk.

Firearms, primarily handguns, are the leading mechanism of violent injury and death in the United States. The easy availability of firearms in a community can escalate an exchange of angry words and fists into an exchange of gun fire. Research has found that communities with greater availability of firearms experience higher rates of violent crime, including homicide.[12]

Community norms, attitudes, and policies a community holds concerning drug use, violence, and crime are communicated through laws, written policies, informal social practices, and media, and the expectations that parents, teachers, and other members of the community have for young people. Laws, tax rates, and community standards that favor or are unclear about substance abuse or crime put young people at higher risk of delinquency.

One example of a law affecting drug use is the taxation of alcohol beverages. Higher rates of taxation decrease the rate of alcohol use. Other

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[11]Ibid.

[12]Ibid.

examples of local rules and norms affecting drug and alcohol use are policies and regulations in schools and workplaces.

Media portrayals of violence. There is growing evidence that media violence can influence community acceptance of violence and rates of violent or aggressive behavior. Both long and short term effects of media violence on aggressive behavior have been documented.

Transitions and Mobility (Substance abuse, delinquency, and school dropout)

Even normal school transitions can predict increases in problem behaviors. When children move from elementary school to middle school or from middle school to high school, significant increases in the rates of drug use, school dropout, and antisocial behavior may occur.

Communities with high rates of mobility appear to have increased drug and crime problems. The more frequently people in a community move, the greater the risk of criminal behavior. Whereas some people find buffers against the negative effects of mobility by making connections in new communities, other are less likely to have the resources to deal with the effects of frequent moves and are more likely to have problems.

Higher rates of juvenile drug problems, crime, and delinquency, as well as higher rates of adult crime and drug trafficking, occur in neighborhoods where people have little attachment to the community, where there is low surveillance of public places.[13]

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[13]Alex Lexy and Paul Shefin, The Core Member of the Gang (New York: Research Press, 1994).

Perhaps the most significant issue affecting community attachment is whether residents feel they can make a difference in their lives. If the neighborhood's key players such as merchants, teachers, police, and human and social services personnel live outside the neighborhood, residents' sense of commitment will be less. Lower rates of voter participation and parental involvement in school also reflect attitudes about community attachment. Neighborhood disorganization makes it more difficult for schools, churches, and families to pass on prosodical values and norms.[14]

Extreme, economic and social deprivation (Substance abuse, delinquency, violence, teenage pregnancy, and school dropout)

Children who live in deteriorating neighborhoods characterized by extreme poverty, poor living conditions, and high unemployment, are more likely to develop problems with delinquency, teenage pregnancy, and school dropout. They are more likely to engage in violence toward others during adolescence and adulthood. Children who live in these neighborhoods and have behavior or adjustment problems early in life are more likely to have drug abuse problems as they grow older.[15]

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[14]John Hagedorm, Gangs, Crime, and the Underclass In A Rust Belt City. (New York: Lake View Press, 1988).

[15]Nathaniel Branden, How To Raise Your Self Esteem. (New York: Bantam, 1987)

Family Risk Factors, Management and Conflict

Children raised in a family with a history of addiction to alcohol or other drugs are at increased risk of having alcohol or other drug problems.[16] Children born or raised in a family with a history or criminal activity are at increased risk of delinquency. Similarly, children born to a teenage mother are more likely to be teenage parents, and children of dropouts are more likely to drop out of school themselves.

Poor family management practices are defined as not having clear expectations for behavior, failing to supervise and monitor children, and excessively severe, harsh, or inconsistent punishment. Children exposed to these poor family management practices are at higher risk of developing all of the health and behavior problems listed above.

Although children whose parents are divorced have higher rates of delinquency and substance abuse, it appears that it is not the divorce itself that contributes to delinquent behavior. Rather, conflict between family members appears to be more important in predicting delinquency than family structure. For example, domestic violence in a family increases the likelihood that young people will engage in violent behavior themselves. Children raised in an environment of conflict appear to be at risk for all the problem behaviors that have been noted in this section.

ADDRESSING JUVENILE CRIME

In another approach to juvenile crime, Ferms builds upon the balanced approach with the concept of restorative case management. He incorporated

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[16]Steven Burke, The Invulnerable Child. (University Press: Doubleday, 1985).

victim involvement and compensation (restorative justice) with cognitive restructuring. The basic premise of cognitive restructuring is that it drives behavior; therefore, to change actions, one must change thinking.) Ferms stresses that offenders must be held accountable for actions against victims and the community through their involvement in the Juvenile Justice process. They should attend hearings and offer judicial input. Victims should receive compensation for their losses, as well as the assurance that they have helped a juvenile reenter the community.

Gordon Bazemore presented still another use of balanced approach programming. He believed that work assigned to young offenders should be meaningful. A job at a fast food restaurant may not be enough. Bazemore has documented the results of the nation "youth build" project, in which inner city youths help repair dilapidated housing. He also points to probation departments in Quincy, Massachusetts, Ventura County, California, and Dakota County, Minnesota, which have developed effective networks of victim-oriented practices.[17]

Although these approaches may have contributed to creating program options for juvenile delinquents, they have not addressed the need for treatment for the 827,400 young African American men who are either in jail, prison, probation, or on parole for some drug-related offense.

It is evident that a disproportionate number of African American males are arrested and incarcerated in our society.

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[17]"American Psychological Association", Standards for Education of Psychological Tests (Washington D.C.; 1984).

An article that appeared in the Columbus Dispatch suggested that prevention programs beat the "three-strike" law. The study (a two-year effort by researchers at RAND, a nonprofit, nonpartisan research institute in Santa Monica, California) is the first to compare crime prevention programs to incarceration on the basis of cost and effectiveness at preventing future crimes.

The study comes at a time when congressional Republicans are proposing again to increase penalties for juvenile offenders, and to eliminate the Office of Juvenile Justice and Delinquency Prevention within the U. S. Justice Department (the primary funding source of federal leadership and funding for crime prevention). It also comes at a time when prisons for juveniles are dangerously overcrowded and officials in many states are planning to build even more cells know as punk prisons for the most violent juvenile offenders.

The number of violent crimes committed by juveniles is skyrocketing in the United States and will continue to climb as the number of kids in the crime prone teens rises over the next several years, experts say.

The RAND study does not suggest that incarceration is the wrong approach to this risking tide of juvenile crime. However, the current obsession with longer and tougher sentences has produced a lopsided allocation of resources that gives short shrift to preventing crime among kids who can still be saved.

Previously, RAND studied California's three-strikes law, the first in the nation to radically stiffen penalties for repeat offenders. At the time, RAND

predicted the new law would cut crime by 21 percent at a cost of $5.5 billion per year, primarily for prison operations.[18]

For the new study, researchers examined four types of crime prevention programs that:

- bring child-care professionals into the home before birth until age 2, then provide four years of day care.
- offer parent training and therapy to families of children 7 to 11 years old who show sings of aggressive behavior.
- induce disadvantaged high school students 14 to 18 years old to graduate with cash and other incentives.
- place very young delinquents, generally 12 or 13 years old, in special supervision programs.

After comparing the costs of the prevention programs and the number of participants who went on to commit crimes with the three-strikes study, researchers found that the graduation incentive program was by far the most cost effective, averting about 250 serious crimes for every $1 million spent.

That program, called the "Quantum Opportunity Program," is sponsored by the Ford Foundation for minority youth receiving welfare in poor neighborhoods in four cities — Philadelphia, San Antonio, Oklahoma City and Saginaw, Michigan.

Second most effective were a variety of parent-training programs that teach parents to improve their child's behavior with appropriate rewards and punishments. Those programs prevented about 160 serious crimes for every $1 million.

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[18]"NCJFCJ" Children & Families First: A Mandate For Change (Washington, D.C.; 1993)

The cost per crime prevented by each program "is much lower than that for the three strikes law," which averts about 62 serious crimes per $1 million, the study says.

Delinquent supervision programs prevented about 70 crimes per $1 million — about the same as prison. But, the study said, they should be considered more promising because they are "directed at the start, rather than the end, of the criminal career."

Of the prevention programs, only early childhood intervention was less cost-effective than incarceration, preventing less than 34 crimes per $1 million, the study says. However, the program has been shown to reduce rates of child abuse by 50 percent and produce other benefits, which researchers did not attempt to measure.

Midnight basketball programs also escaped RAND's review, as did any number of other crime-prevention programs. For that reason, researchers say, their study should not be take as a blanket endorsement of prevention over incarceration in all cases.

But, the study's authors said, "Large-scale, multimillion-dollar demonstrations of these promising programs would be an investment worth the cost."

Finally, let me say that the church has a mandate to provide holistic services for its people. In the Gospel of Matthew 25:35-36, the Bible raises a series of significant questions. "For I was hungry and ye gave me meat. I was thirsty and ye gave me drink. I was a stranger and ye took me in. Naked and ye clothed me. I was sick and ye visited me. I was in prison and ye came into me."

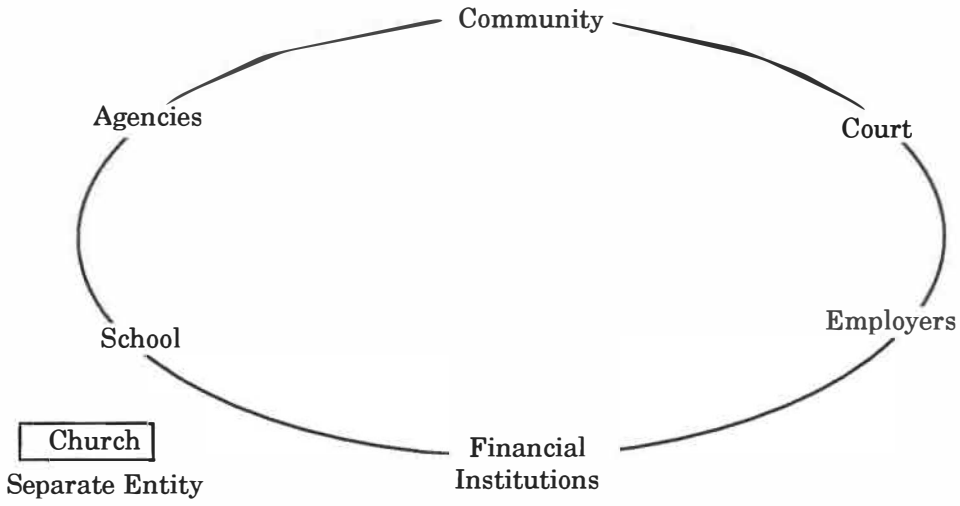

Figure A. The Church has become a separate entity and is not inclusive.

In the past, the church has not been able to provide holistic services for the masses, because it has been functioning as a separate entity outside the parameters of society (see Figure A). Therefore, the Church has been unable to play a significant role in the criminal justice spectrum.

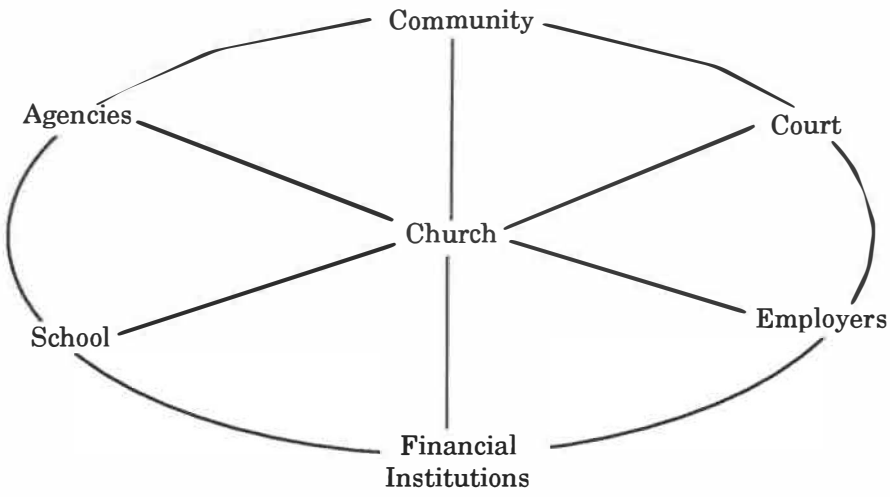

Figure B. The church should be the focal point in the community. Matthew 28:19 Go ye therefore and teach all nations, baptizing them in the name of the Father, and the Son, and of the Holy Ghost.

It could really impact the judicial system, if churches would get involved with individuals residing in their areas when they became involved with the judicial system. A process should be developed wherein referrals would automatically be made for clients, allowing for both pre and post release services. Thus, allowing the church to become the focal point in the community (see Figure B).

We are reminded in Matthew 28: 19 to go ye therefore and teach all nations, baptizing them in the name of the Father, Son, and the Holy Ghost.

Politicians and special interest groups would have us believe we should continue to build prisons and lock people up — a practice that has cost tax payers billions of dollars. Yet, we are no closer to solving the problem than we were three decades ago.

A recent article that appeared in the Columbus Dispatch on August 14, 1996, indicated that in a random survey, out of 633 registered voters, 36% mentioned crime or violence first when asked to identify the city's biggest problem. The survey was conducted July 29-31, 1996.

The results were nearly identical to those of a Dispatch Gallop Poll in August, 1995 when crime was the first concern of 36% of those surveyed and drugs tied with education for second place.

In spite of all the negative factors that exist, I still have good news. All is not lost. For I hear, God as He appeared to Solomon in 2 Chronicles 7: 14 saying, "If my people which are called by my name, shall humble themselves, and pray, and seek my face, and turn from their wicked ways; then will I hear from Heaven and will for give them their sin and will heal their land." For me, that is good news.

CHAPTER THREE

THEOLOGICAL FOUNDATIONS

On February 4, 1968 exactly two months before his assassination, Dr. Martin Luther King, Jr. delivered a sermon on death to the Ebenezer Baptist Church in Atlanta. Probably sensing the end of his own life was imminent, he alluded to his own death and funeral. He shared several concerns with the congregation that whoever would give his eulogy should not refer to his Nobel Peace Prize, to his four hundred other awards, or to the schools he had attended. Whoever would give the eulogy was instructed to say Martin Luther King, Jr. tried to feed the hungry, clothe the naked, visit those in prison, and to love and serve humanity as a drum major for justice, peace and righteousness. Such an eulogy could not have been more appropriate. In the Montgomery bus boycott and in all his other crusades for social justice, he had exemplified and instructed his followers in the necessity of a love for all persons (AGAPE). Dr. King taught black people that they could, in this way appropriate to their own worth differently and apprehend themselves as transforming agents of society.[1]

The Christian faith stands firmly upon the truth of Jesus, the Christ. All other biblical truths, including humanity's fall, must ultimately encounter the birth, life, death, and resurrection of God's Son. I mention this truth because it places before human beings the lengths to which God is

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[1]John J. Ambrose, Martin Luther King, Jr.: The Making of a Mind (Oxford: Orbis Books, 1992).

willing to go in order to bring persons into harmony with themselves, and their neighbor and God. Initially, sin ruptured these relationships and left mankind in a sate of brokenness.

However, the life, death, and resurrection of Jesus represents God reconciling the world unto Himself through Christ. Therefore, the Church has the responsibility to be about the task of justice and reconciliation. Even though Christ has overcome sin and its destruction because of the cross, sin's presence shall continue in the world until the consummation of time when Christ shall return. Because the church is Christ's agent on earth, it must deal with brokenness on every level. The church is called to remember those in society who represent rupture in our midst because we are the body of Christ. Because of the redeeming work of Jesus Christ, the church is bound by love to restore those who have transgressed.

We must also keep in mind that from a theological perspective, the essential purpose of redemption is to deliver a person or thing from captivity or loss.

Since we all have sinned, we all have been restored as a result of Christ as savior. Therefore, it becomes the mission of the church to seek, save, restore, and support the lost for they, too, need to know that Christ and his church care for them. This is the mission of the Agape Ministry Project, to seek, save, restore and support the lost letting them know God's grace is sufficient for them (II Corinthians 12:9). Whatever the circumstance or condition, God's grace is sufficient. No matter what is the test, God will take care of you. All we have to do is simply lay our weary head upon his breast. Another thing I like about grace, it, its free. It is never man's due, nor is it conferred as a reward (Romans 4:4). Grace is abundant; it abounds, it is

multiplied, it exceeds expectations. That's why I am whatever I am, and hope to be, because of God's amazing grace. God continues to use me for His glory because I've made myself available to be used by Him.

I'm certainly not perfect, far from it, but I understand sin has multiple consequences in human life, involving rebellion against God, guilt and bondage in sin. Forgiveness of sins has also various aspects and emphasis. The synoptic gospels lay most stress on Christ's conflict with the powers holding mankind in thrall. Jesus is the one, the mighty one, who despoils Satan's household; liberating the captives, healing the sick, cleansing the lepers, restoring sight to the

blind and even giving life to the dead. Therefore, forgiveness appears here in the context of wholeness of life. To the paralytic, it means recovery of ability to walk, to be fully a human being again. What he experienced through the power working of Jesus was scatological gift of God to all men who accept his reign. This element is also prominent in the Fourth Gospel and the writings of Paul (Romans 6; Ephesians 1:7; Colossians 1:14).

Where sin as guilt is stressed, forgiveness appears in the context of atonement. Here it is seen as a release from guilt, deliverance from anxiety and a burdened conscience, and recovery of peace with God. This is the chief thrust of the letter to the Hebrews and is found also in the letters of Paul, I Peter and the Johnnine letters. The language of sacrifice is present not only in such expressions as Lamb of God, expiation, and blood, but also less directly in allusions to Christ's death for us and the ungodly.

Where sin is thought of as rebellion, forgiveness is given, the context is reconciliation, and expresses the removal of enmity between humans and God. Make no mistake about it, our proud and rebellious spirit has turned us

away from God, and only through acquiring a new heart and spirit can man, woman, boy or girl find their way back to the source of life. Somebody said what is impossible for human kind is possible to God who offers his Son and sends his spirit. Forgiveness then makes possible the sinner's adoption as Son, who has called us out of darkness into this marvelous light.

My call to service is anchored in scripture. In Jeremiah 1:5, the Bible says, "Before I formed you in the womb I knew you, and before you were born I consecrated you; I appointed you a prophet to the nations".

In other words, God called me for service at the time of my conception. I fought against this call for years. But God has ways to get our attention. I have since come to realize that some things we have no control over. I'm so glad that God knows me. I'm grateful He found me. There is no doubt in my mind, I know I've been appointed, consecrated for service.

If we look at the Gospel of St. Luke 4:18, my calling is specifically spelled out. The scripture tells us we have been set aside for service because the spirit of the Lord is upon me, because He has anointed me to bring good news to the poor; He has sent me to heal the broken hearted, to preach deliverance to the captives and recovery of sight to the blind, to let the oppressed go free.

We are living in a time where sin is running rampant. The populace has been overwhelmed with social ills that continue to cause havoc, if you please, in our lives. I dare say that we have all been exposed to somebody who is a substance or alcohol abuser or know somebody who is incarcerated. Look at our daughters, babies having babies; dropping out of school unprepared for the challenges of the 20th century. I tell you, God needs ambassadors who are not ashamed of the gospel of Jesus Christ. God needs

somebody who's willing to preach the good news, God needs somebody to heal the brokenhearted, to preach to the captives, who may be incarcerated, or halfway houses, or some place of confinement. God has called me to preach and teach if we are to be successful in empowering people to help heal the underprivileged, the downtrodden, the victims of circumstance, and their environment. Therefore, as a servant of our Lord and Savior I am compelled to serve human kind because it is my calling.

We must always remember and keep in mind what Dr. Henry G. Mitchell states in his book, Black Preaching: The Recovery of a Powerful Art. African American preaching is conditioned by sociology, economics, government, culture, the whole ethos of the African American community.[2]

In the African American community, there are multitudes of wounded, suffering people who feel forsaken. To put it more bluntly, there are people who feel like the church has forsaken them. If in fact the gospel has set us free, our mandate must be reaching out to the masses like Jesus did.

There is a wonderful story in Matthew 8:1-4 that reinforces my position The Bible says that when Jesus had come down from the mountain, great crowds followed him and there was a leper who came to him saying Lord if you choose you can make me clean. Jesus stretched out his hand and touched him, saying, I do choose, be made clean. Immediately the leprosy was cleansed. Then Jesus said to him, see that you say nothing to anyone, but go, show yourself to the priest and offer the gift that Moses commanded as a testimony to them. The gist of this story is once God has healed you, the

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[2]Henry G. Mitchell, Black Preaching: The Recovery of a Powerful Art (Nashville, TN: Abingdon Press, 1990; p. 123).

redeemed of the Lord must say so. That's why I'm so excited about my calling. I was a leper. I once was blinded by iniquity, by sin, by deceit, but, praise God now I can see. I've been purchased with a price, I've been commissioned to go into all the world to free those in bondage and to set the captives free.

Therefore, the witness of the Christian through their work is the best witness to the reality of salvation. This is a powerful position that should be espoused by virtually every preacher, teacher, evangelist in the Christian movement today.

I would like to call your attention to the Baptist Church Covenant; which further defines the mission of the Church.

The church covenant says that having been led, as we believe, by the Spirit of God, to receive the Lord Jesus Christ as our savior; and on the profession of our faith, having been baptized in the name of the Father, and of the Son, and of the Holy Spirit, we do now in the presence of God, angels, and this assembly, most solemnly and joyfully enter into covenant with one another, as one body in Christ. Therefore, the church is bound by its covenant relationship with God to serve humankind.

The covenant further lets us know that by the aid of the Holy Spirit, we must walk together in Christian love. This means that often times, the Christian walk is a lonely walk. It's a walk filled with disappointments, it's a walk filled with trials, hurts, and pain, but with the aid of God, it's also a beautiful walk.

It further instructs us to maintain family and secret devotion, to study diligently the word of God, to religiously educate our children, to seek the salvation of our kindred and acquaintances, to walk circumspectly in the world. It also instructs us to watch over each other and to pray for each other

and to stir up each other unto every good word and work. This is our mandate. It's time we get about our Father's business.

The goals of the Agape Ministry Project are twofold. I want to provide wholistic services for those youth residing in zip code 43205 who will be referred to the project, and I want to ascertain whether those youth who will be referred to the project will have additional contact with Franklin County Juvenile Court. And of course, my overall goal is to develop a project that serves as a replicable model for other churches all over the country to emulate and incorporate into their own ministries.

This will necessitate developing an effective outreach ministry outside the local church and recruiting individuals to Christ and training them. I envision developing parenting classes, A.A. and N.A. ministries, and perhaps day treatment programs for those youth who have been suspended or expelled from school. In other words, the church must be prepared to deal with whatever ills we face in our communities. This is the mission of the church.

CHAPTER FOUR

METHODOLOGY AND DESIGN OF THE PROJECT

We have chosen the name "Agape Ministry" of the Greater Harvest Baptist Church because it represents an understanding of creative redemption and good will towards all persons. In preparation for the implementation of this project. I reviewed 70 other projects from across the country. I was looking for similar works that were already in place. I was not able to find one project with the same design.

The Agape Ministry Project is unique because no other project, exists where the church will play a direct role in combating juvenile delinquency in a designated area. It has been divinely inspired from God. We look forward to this ministry with joy and thanksgiving to God who has called us from out of darkness into this marvelous light.

The Agape Ministry Project was officially begun at Greater Harvest Baptist Church on December 4, 1995.

All project participants reside within the designated target area, zip code 43205. One of the problems to be considered is a renewed desire to retain students in the school system. Recent studies in juvenile crime suggest a great deal of criminal activity occurs during the time youth should be in school. Therefore, before we can effectively provide programs for at risk youth, renewed efforts must be made to retain students in the school system. Particular attention must be given to early identification and prevention in

addition to intervention and retrieved programs which encourage youth to remain in school.

It must also be noted that in no other community are legitimate opportunities more thoroughly blocked than in the urban African-American community. More limited systems of illegitimate opportunity have evolved, based pervasively on street gang structures than is the case for any other racial or ethnic group. Black youths in these communities tend to maintain gang connections longer than non-black youths in other communities. Because of persistent poverty associated with racism, black male youths also become over-identified as gang members. Anderson, in his study of the black ghetto in Philadelphia states, "Many disadvantaged young blacks living in the ghetto of Northton find themselves surrounded by a complex world that seems arbitrary and unforgiving. Major changes in the regular economy combined with the massive influx of drugs into the local community have exacerbated social breakdown. All of this has undermined traditional social networks that once brought youths into the world of legitimate works and family life. Anderson 1990, pp 109-111) .[1]

Sullivan, in his study of a public housing project in Brooklyn's African American ghetto observes, "Projectville youths had the fewest family and neighborhood connections to jobs. Projectville youths left school early because they were about to become fathers and wanted to find full-time jobs to support their new families. Compared to Hispanic and white neighborhoods, Projectville youths suffered from the most joblessness. Their neighborhood's

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[1]Elijah Anderson, Streetwise (Chicago: University of Chicago Press, 1990).

physical isolation from centers of employment limited the work opportunities of residents.[2]

Within the area surrounding Greater Harvest Baptist Church, distrust, estrangement, segmentation, and social distance are some of the characteristics that describe the community. Gangs and crime touch a great many households. Everyone seems vulnerable to assault and incivilities, almost any time of the day or night. The perpetrator of a crime, whether a drive by shooting, burglary, or drug deal. It might be a nephew, a best friend, or the young man down the block. Sullivan observes that new role models are being created. The currently respected gang member or gang related drug dealer who is out to make fast money does not look forward to an unskilled or semiskilled job that may not be available to him anyway. He is out to beat the next fellow.

A process of destructive socialization occurs: youth who have insufficient social support at home from separated, alienated, or unemployed parents receive inadequate and uncaring attention at school, where they consequently fail or are inadequately educated. Furthermore, youth or community agencies no longer have the resources or capabilities to reach out to these now more socially detached and disorganized young people. Youths must learn to survive on the streets through attachment to a variety of semi-organized illegitimate structures and criminal and status providing activities. Unsupervised African American youths in inner city areas are reported to become, in sequence, scavenger groups, turf gangs and even corporate drug gangs. Access to earlier socially compensatory legitimate routes (e.g., Job

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[2]Mercer L. Sullivan, Youth Crime And Work In The Inner City. (Ithaca, N.Y.: Cornell University, 1983).

Corps, the Army, special training and training programs) have been increasingly closed off. A few roles and systems, for example drug trafficking, more and more offer some social success. Taylor observes that cocaine and crack cocaine have provided goals, jobs and economic realities that African-American communities in Detroit had never seen before.

Sullivan claims also that American's drug habit has created the economic boom needed to trigger gang imperialism. African-Americans have moved into the mainstream of major crime. Corporate gangs are part of organized crime in America. Drugs, as a commodity, have become the same unifying economic force for gangs today, adult and juvenile, as alcohol during prohibition. Gangs are using drugs as this vehicle for social mobility.

The question then becomes how can the church assist breaking this cycle. Or, what can the church do? The Agape Ministry Project of the Greater Harvest Baptist Church may not have all the answers to this complex problem in providing alternative options to incarceration for at risk youth, but it's a beginning. Without a beginning, there can't be an ending.

The Concept of Risk

The concept of risk evolved within the study of the ecology of family development and functioning, especially with regard to the family's development during the early childhood years. The term risk is appropriate as it implies that possible harm may come to the individual or family with regard to the nature of particular stresses. It recognizes that all individuals and groups are, in some sense, at risk. It also provides as basis for viewing family strengths and needs within a systems framework.[3]

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[3]Katherine Swick, Strengthening Families for the Journey in Faith Development in Early Childhood (Kansas City, MO: Sheed & Ward, 1989).

Through the study of children and families, it has been noted that certain conditions or attributes put individuals and groups at risk.

Researchers have consistently noted that when certain conditions were present such as extreme poverty or low resource social contexts, the individual or family integrity was threatened. In this sense, risks functions like stressors in that they often require an inordinate amount of attention in order to maintain a level of adequate functioning. Left unattended, they erode the family and or the person's system for carrying out the development and learning.[4]

Family and individual integrity are comprised of four key elements; self-esteem, a sense of mastery, meaningful social supports, and a belief system that is characterized by a sense of faith and optimism. These elements function as an integrated, dynamic foundation upon which families develop their identity and power to grow and find meaning. When these elements are threatened by stressors that erode self-esteem, reduce mastery, destroy meaningful social supports, and reduce one's faith in life, the potential for family dysfunction is great.

We have had the pleasure to observe the glee on youth faces after going to their first restaurant, or skating party, or pizza party. The more positive and successes they experience, the more positive their self-images and self-concepts become. Another goal is to have each referral complete the project. Another problem area is youth very seldom complete tasks, or assignments. We want to reinforce them with the importance of finishing what one starts.

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[4]Anthony Honig, Stress & Coping in Young Children (Vintage; 1993; pp. 41, 50-63).

Whether it is in school or a chore around the house, a project, or some other activity. It is important for them to learn how to finish what they start. Then lastly, we want everyone who has been referred to the project by the Court, to refrain from having additional contact with the court. In other words, we want them to learn how to live within the laws of society and grow to be productive law abiding citizens.

Context Associates

I specifically selected five members from Greater Harvest Baptist Church to act as context associates because each one brought a level of expertise to the project. One was a teacher in an elementary school. She worked exclusively with the two female youth in the project, in addition to assisting me in teaching the new members class. She also accompanied the group in social outings providing supervision.

One of my childhood friends who is a substance abuse coordinator in one of the prisons, was responsible for leading group discussions dealing with substance and alcohol abuse. He was chosen because of his expertise in this area. Presently, we are in the process of developing Alcoholics Anonymous and Narcotics Anonymous programs which will be conducted at the church. These groups will be for adults and youth who are substance and alcohol abusers. He also accompanied the group on social outings. In addition to these duties, he has the responsibility of developing a recreational component for the youth which will be implemented by the summer of 1997.

Another member is a correctional officer in one of our prisons. Because of her inability to attend weekly sessions, she was utilized on social outings to basically provide supervision for the project participants.

Another is in the military. In addition to assisting the Pastor in providing a structured atmosphere, she is a co-coordinator in the recreation endeavor. She brings a tremendous amount of expertise to the project in terms of organizational skills.

The fifth member is a consultant for the State Department of Education. He has the responsibility to develop the curriculum for parenting and attention deficit disorders. He also serves as an advisor to the Pastor, and also assists in grant writing. I feel blessed to have such an outstanding array of talent on my team.

Research Design

Introduction

The incarceration rate for 12 through 20 year olds has significantly escalated from 1980 to 1996. Only homicides, suicides, and automobile accidents have climbed at a faster pace for juveniles. Statistically, the rate for African American males have shown an increase over the last 16 years. In Franklin County Juvenile Court in fiscal 1993 a total of 1,036 youth came to the attention of the court. The most disturbing thing was the fact that of those 1,036 youth adjudicated, 553 or 53.4% were African Americans. One hundred and seventy three of the 553 or 69.8% were committed to the ODYS. By contrast, only 719 or 40.4% of the adjudicated youth were white, and only 72 or 18.0% were committed to the Department of Youth Services. As such, the question of fairness has been raised by many researchers. In America's courts, where virtues such as freedom and justice are the ultimate goal, differences in rates of incarceration among African Americans are noted. As

juveniles, African Americans are exposed to a prejudiced judicial system that discriminates against them at every level.

One attempt to address the disparity of commitment rates among African American juveniles have been to focus efforts on community initiatives. Diverting certain juveniles with certain criminal charges to a less than lock down secure felony level prison has shown some hope. Once the diversion programs have been established, it is important to develop relevant, sensitive and applicable individual and group programs for African American youth. Most programs continue to focus on humanistic ideologies as it relates to treatment of African American youth, thus missing those youth who tend to view life from a different perspective. The research continues to show that African Americans tend to rely upon informal social supports more so than formal social supports, thus services which allow for a different perspective might maximized.

Description of the Problem

To help enhance treatment programs for those youth diverted from the juvenile justice system as well as those who are currently within the correctional system, the Agape Ministry of the Greater Harvest Baptist Church was developed. One of the goals of the ministry is to reach out to those younger African American youth before trouble arises. Instilling a sense of self trust, morals, and values in a very safe and structured environment is among the guiding principles of the Agape ministry. One particular facet of the ministry is a structured cognitive behavioral group counseling modality offered for youth. This group focuses upon the thinking patterns that youth generally go through. Consistent within developmental theories of treatment

for adolescents, this eight week group attempts to address issues of faulty and irrational thinking patterns before they are fully blossomed. This study investigates the impact of a structured cognitive behavioral group therapy which focuses on thinking errors with results from a standardized psychological test which measures juvenile delinquency and thinking patterns.

Subjects

The subjects included six adolescent boys and two adolescent girls who reside in the inner city of Columbus. The portion of town where these adolescents reside has been described as the most dangerous neighborhood in Columbus. Some of the youth have been abused or neglected while others have quasi delinquent histories. Their ages range from nine to 17 with a mean of 12.5. One hundred percent of the sample were African Americans. Of the eight who began the group, all remained throughout its duration. The group lasted for eight weeks. The sample was recruited from the inner city of Columbus. All youth were randomly assigned from the Agape ministry. One hundred percent of the subjects sampled had a low SPS. None of the children had any documentation of mental illness. Appropriate releases of information were signed by the parents.

Measures

The Carlson Psychological Survey (CPS) is a measure of socially deviate behavior which manifests as poor thinking processes. Consisting of 50 items which was obtained from prison inmates in Ontario, U. S. federal inmates, female offenders, correctional officers, probationers, psychiatric

patients. The CPS measures four basic content areas described as chemical abuse, thought disturbance, antisocial tendencies, self depreciation. The CPS also utilizes a validity scale.[5]

The Chemical Dependency Dimension reflects the degree which a person abuses drugs or alcohol and the relevance of these chemicals to his/her criminal behavior. The thought disturbance reflects disorganization of thinking, confusion, perceptual distortions of hallucination, and feelings of unreality. These traits may manifest in unusual affect including anxiety. High scores on this scale indicates unusual problems in dealing with reality because they cannot organize themselves or their work or the work around them. The antisocial dimension reflects a hostile animosity and socially defiant attitude in the person as well as his willingness to be assaultive or threatening. This assaultiveness may or may not culminate in actual physical aggression: it may be clearly malicious conversation, mocking, and unfriendly manner. High scores are likely to be cynical and pessimistic. High scores tend to prescribe to values and customs generally associated with criminal offenses. The self depreciation dimension reflects the degree to which the person degrades himself and his actions. The high score generally does not value himself and refuses credit for any accomplishment. This may be characteristic personality trait or it may be a mood state, reflecting despondency, depression and possible suicidal ideations. The validity dimension reflects the degree to which a person maintains an acceptable test taking attitude.

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[5]See Appendix III. p. 147.

Each question on the CPS is asked and presented in a Liekert scale format which requests one or five answers including never, once in a while, some of the time, most of the time, all of the time. Answers are written on the same page as the question and is printed in order to avoid the problem of mismatched questions and answers A section for comments is provided on the test. The test reliability is estimated by the correlation between two administrations of the test two weeks apart to prison inmates. The first administration was in the prison reception area. The second administration was in the living units. A second study of the test-retest ability was done on a sample of inmates who had taken the tests eight years previously, had been discharged, and returned to the correctional center on new convictions. The reliability coefficients are well within the acceptable range for tests of this nature and are high or higher than coefficients on similar personality tests. The internal consistency coefficients for the validity scale are probably low because of the restricted variance. The correlations for the eight year follow-up group are surprisingly high since the average age on first admission was in the teens and the following eight years would be expected to show maturation. The CPS has been measured against the very popular personality test, the MMPI, thus having reliable validity coefficients.

The CPS may be administered in groups or individually. Subjects are instructed to place an "X' by the best answer for each question. For each question on the CPS, there is a number on the scoring form. These number of blanks are transposed to a profile sheet where comparison on a percentile rank basis is utilized. The vocabulary and reading level of the test was deliberately kept simple and people with a grade four reading level would not have difficulty. The CPS might be used for individual assessment and in

many cases will provide much more helpful information than much longer personality tests.

Structured Thinking Error Group

The group counseling protocol relies upon a very standardized format. Lasting approximately 60 minutes, each group begins with a ten minute introduction of the topic and focus of the group. Forty minutes are utilized for discussing the topic and getting feedback from group members as to their perceptions, thoughts, and behaviors. The last ten minutes of each group is utilized to debrief the topic and to share feelings, thoughts and perceptions. Eight structured topics are developed for the group protocol. The topics include the purpose, team building exercise, equipment needs, and instructions for the group facilitator. The topics range from identifying rational and irrational thinking patterns and beliefs, refuting irrational ideas and negative thought patterns, establishing reasonable self perceptions of the world, developing trust, and other prosocial behavior.

Research Design

The research design utilized in this study is a quasi experimental design. Though the subjects were randomly chosen out of the Greater Harvest Baptist Church Ministries, true random selection was not employed. The study is also a quasi experimental design due to the lack of manipulability of the independent variable, the structured groups. Of particular, the single subject design was utilized. Commonly known as the AB design, the treatment was administered through group therapy and measured through the CPS. Though a single subject design format, allowance

is given for a very small number of subjects as in this sample. Distinguished from the group research design, this research design included at least one baseline which is treatment and one evaluation of that treatment phase, the CPS.

Data Analysis

The population administered the structured group therapy were measured by the CPS. The subjects percentile ranks on the CPS allows for individual comparisons as well as a group score. Where significant differences were found, recommendations were set forth.

CHAPTER FIVE

IMPLEMENTATION

The Greater Harvest Baptist Church in conjunction with Franklin County Juvenile Court, Diversion Unit, provided structured programming to eight youths, six males and two females, who were referred to the project by the court. These referrals were basically status offenders, or youth who had committed an offense that would not be an offense if the individual was 18 years old. The most common offenses are curfew violations, unrulies, and school truancies.

Each referral resides within zip code 43205, which is the second highest area in the city for criminal activity. In 1993, a total of 263 juveniles were arrested. As previously stated, if inroads are to be made in reducing the number of youth who have been caught in the criminal justice system, the church must begin to develop and implement programs to deter our youth from becoming involved in the criminal justice system. Therefore, because of their introduction into the system on an informal basis, each one could be considered at risk of becoming involved in the system officially; or the product of a dysfunctional family.

Another observation that needs to be made at this point is each referral came from a family that evidenced one or more interactional characteristics. This term refers to how individuals in a family relate to and communicate with each other. Different families may have all, some, or none

of these characteristics, depending on the amount of dysfunction in the family.[1]

Family Systems Characteristics

1. No clear boundaries. In healthy families, Dr. Donna F. Lamar Ph.D. states, there are distinct, clear boundaries between individuals. A boundary is an unseen line where you begin and end. There is not only physical space, which is one's feelings, such as one's bedroom or clothing, but also psychological space, which is one's feelings, thoughts, and responsibilities.

In a dysfunctional family, these boundaries or limits may be weak or nonexistent. For example, one parent may make one of the children responsible for the parent's anger; the child may be blamed for making the parent angry, or the child may be required to act out the parent's anger. In either case, the boundaries are enmeshed and entangled, and the children get lost in the entanglement.

If boundaries are poor, individuals may not know who they are and whose feelings belong to whom. This is a natural state for the infant, but this symbiotic state must develop into a more independent and separate state. The two year old stage of temper tantrums is all about separating and setting boundaries. Poor boundaries encourage poor self concepts.

Without a personal boundary, saying no is not only difficult, but painful because it is like saying no to oneself. Individuals cannot distinguish between

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[1]Donna F. Lamar, Ph.D. Transcending Turmoil Survivors of Dysfunctional Families (Insight Books: Plenum Press New York and London, 1995).

their needs and feelings and those of others.

2. No clear values. How we function in our world depends on the values and beliefs that we've decided are important. Values are traditionally passed down through families and transmitted to the children through examples in daily living. If values are not clear or are nonexistent, children suffer from the lack of direction and guidance needed for their growth and development. Without values, the sense of right and wrong may be lost. For example, if parents use lying as a way to get along in the world and never punish their children for lying, the children also learn and use this pattern of getting along in the world.
3. Expecting children to be adults before their time. I have often heard I raised myself or I had to be mature beyond my years. These individuals are saying that they had to supply the support and guidance needed for their own growth and development, which should have come from their parents. These children learn early sometimes as early as infancy, that they have to rely on themselves for the knowledge and wisdom needed to make it in the world. This process requires constantly thinking ahead and figuring out how to handle something because no one else will be there to teach or help. Basically, it requires knowing before you know living, children are not ready to do this developmentally and often succumb to the dysfunction in the family.

Perhaps a child is required to run the household and to watch over the young children while the parents neglect the needs of the children or act like

children themselves. Steve's situation is an extreme example. In his family, he was required to supply food and fuel for the family because of his parent's lack of responsibility. This can also happen when the parents are alcoholic or co-dependent. No matter how it happens, the child is robbed of the needed support for growth, development, and in fact, a whole childhood.

4. Problems of the couple acted out through the children. In some dysfunctional families, the parents take little or no responsibility for their feelings or the problems in their relationship and dump them on their children. The children are expected to feel, act out, and handle these feelings and problems for their parents. After all, it is more acceptable to have an acting out child than an acting out adult. Sometimes the parents may look wonderful but have one or more children who are delinquent, underachieving, sexually promiscuous, lying, or abusive of drugs. These children are responding to their parents feelings, problems and expectations. Although this undercurrent or feeling tone of the family may not be shared with the outside world, the real atmosphere is one of conflict and tension.

The job of the children in this type of family is to act out and divert attention away from the parents feelings and problems and to refocus the attention on themselves. This distracting system relieves pressures, tensions and conflicts not only between the parents but also between other family members. It works to keep the entire family in a balanced state. This balanced state enables the family to continue to function in the world.

5. Nonexistent, or poor support for individuals. Dysfunctional family systems don't usually support or help individuals to

develop and grow. The individuals may not even feel like they are noticed. I have often heard, I was only a member, no one knew I was alive, they really don not care about me; all I was good for was to be their slave. If an individual child works to develop this or her unique talents and abilities, there is usually little support or acknowledgment. Some family members may sabotage or even scapegoat that individual. For example, the parents may not ever attend any of the child's events or activities or acknowledge academic achievement. Some children continue to strive under these circumstances, while others may give up and become lost in the system.

6. Rigid family structures that do no change with the individual's needs. The structure of the dysfunctional family may be so set and rigid that no one can make. That is, rigid limits, rules, and/ or roles in the family keep the individuals trapped. For instance, the parents may make one child a substitute mother for the family so that there is no escape from that role, no matter what the individual needs. The individual then feels trapped, controlled, and isolated. Growth is stifled. Limits in a healthy family move and grow as individuals and especially children's needs move and change. If you think about the things you needed as an infant and those you needed as a teenager, you will get some idea of how limits and structures must be flexible and change to support growth. Rigidity works to keep everyone controlled, limited, and deindividualized.

7. Secrets that create shame. Part of having family secrets is the

underlying feeling of shame. There is a deep fear that people will find out about the secrets and that the individual will be considered the guilty party, as if she or he had actually done the awful deed. The individual then takes on the responsibility of the shame and feels as if she or he should be punished for being the cause of the family's ruin in society. The damage to self-esteem of such same is intense and deep.

Even the deep feeling of shame becomes a secret to keep hidden. There may be an intense fear that once the secret is found out, everyone will know that the individual, not just the family, is not OK and this becomes another secret to keep hidden. This shame may be acted out through aggression, withdrawal, or denial. One person put it this way; I just knew my family was not OK, but I had to keep the secret hidden. If I didn't, well, the thought was so awful, I believed I would die and my family would be destroyed.

8. Myths that surround the family to protect secrets from the world. This characteristic goes hand in hand with the previous two secrets and shame. To protect and keep the secrets hidden from the world, myths or lies are created about the secret. These myths may be passed down from one generation to the next for decades, or they may be created in the immediate family, depending on the need. For example, if my mom is a heavy drinker, irresponsible and embarrassing to the family, I may tell others that mom is sick and can't do much. My siblings and 1 take over the responsibilities and raise ourselves. As a family, we try to protect an image that says we are OK or better yet, that we are wonderful and everything is terrific. The outside

world doesn't suspect the truth and no individual within the family is free to tell the truth. The fear and shame keep the secrets and myths in place. For children, this process causes poor self-esteem, poor or no boundaries, and confusion between fantasy and reality. If Dad is great and everything is wonderful, why does Dad beat up Mom, and why does she pretend that she's happy?

9. The use of blame, guilt and shame to handle family problems. Dysfunctional families use blame, guilt, and shame to shift responsibility from the person to whom it belongs to some one else. For example, if I can blame my children for all or most of my failures, feelings and problems, then I don't have to struggle, suffer, feel pain, or be responsible for my feelings or actions. My children then feel guilty and the shame continues underneath the relationship to keep everything in control. Basically, if I can blame you and make you feel guilty and ashamed, I'm OK.

The scapegoat in a family is the most extreme example. Everything that goes wrong in the family is blamed on the one person, so that the rest of the family is OK. All the yelling, abuse, and punishments are aimed at this one person, and in turn, the family's tension is relieved. The family, as well as the scapegoat, may truly believe that the scapegoat is responsible for all the bad that occurs. This is one of the most difficult roles from which to recover.

11. Different types of abuse and neglect. Physical, emotional, verbal, ritual, sexual, and drug and alcohol abuse, as well as neglect, occur commonly in dysfunctional families. Abuse and neglect

occur in different forms depending on the individuals in the family. Typically, neglect and abuse come from out of control, inappropriately expressed feelings such as anger, jealousy, and sadness. Abuse and neglect also work to relieve tensions, deal with problems, and punish all in appropriate ways.

12. Imbalance of power. Often in dysfunctional families, certain individuals control the power, individual's power as well as the family's power. This is imbalance. In a balanced family, each individual has his or her own personal power, and the family works together in a cooperative, non controlling way. In an unbalanced family, the father, for instance, runs the house and whatever he says goes. It doesn't matter if mom or the children have needs. All that matters is what Dad thinks or wants. Then entire family system is then developed to take care of Dad and to give Dad what he wants, or Dad may act out by punishing or abusing. Another example of an out of balance family is one in which there is a pecking order. Dad picks on Mom, Mom picks on the son, the son picks on his sister, and so on. In these families, individuals learn very early that they are not important. No one feels good, and everyone loses.

13. Profound disorder in family responsibilities. Dysfunctional families deal with responsibilities very poorly, including physical work around the house, caring for the children, and being responsible for one's own feelings and behavior. Such families range from promoting total permissiveness to being rigid in demands that no one can begin to meet them. At both extremes,

> the children become lost. In an extreme example, one person is assigned the role of caretaker in the family. As one person put it, I worked hard to clean the entire house all the time. My family yelled at me constantly, saying I didn't do enough and I was lazy. I actually believed them until a friend told me I did more than anyone else in the family and that was the reason I was always tired. I was so caught up in it, I really thought I was lazy.

The question then becomes how does one grow up in a dysfunctional family, cope with intense stress throughout one's childhood, raise one self, because no parent is available, and at the same time learn to function in a responsible manner. This question was raised and we have attempted to answer it by developing these exercises that were used in the Agape Ministry Project.

Project Narrative

How do people get through the day, while coping with the extreme stress in their life? How do they create a new and different life for themselves? Where do they get needed information, protection, and nurturance to survive?

In our introduction, we have an exercise we call Activating Events. It consists of learning to cope with the environment, daily events that can occur within the environment, and learning how to cope with those situations you have no control over. In learning how to cope with the environment, the project participants need to discover the environmental resources offered in their world. These should be viewed as opportunities to learn, grown, and develop areas of security and competency. These resources include

educational, recreational, and situational, along with other personal opportunities. It is hoped they can find support, caring, and encouragement, in addition to the other nurturing needed to be successful.

The material used in the group consisted of a series of exercises developed by Dr. Lee Underwood, a clinical psychologist for the Department of Youth Services. It addressed four areas:

1. Chemical Abuse. These exercises reflect the degree to which the person abuses drugs or alcohol and the relevance of these chemicals to his antisocial behavior.
2. Thought Disturbance. These exercises reflect disorganization of thinking, confusion, perceptual distortions and hallucinations, and feelings of unreality.
3. Antisocial Tendencies. These exercises reflect the degree of hostile animosity and socially defiant attitude in the person, as well as their willingness to be assaultive, or threatening. This assaultiveness may or may not culminate in actual physical aggression, it may be clearly demonstrated by malicious conversation and a mocking, unfriendly manner.
4. Self Depreciation. These exercises reflect the degree to which the person degrades himself and his actions.[2]

How The Subjects Responded

Initially, our efforts were met with rejection. It was soon discovered that each referral harbored a great deal of mistrust and resentment. So, in

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[2]See Appendix II, p. 125.

the beginning states of the group, it was of the utmost importance that a crucial element be established that recognized the youth's own issues, and those expectations of the community.

To accomplish our goals, it became increasingly clear that a leader had to emerge from within the group. If I could win her confidence, then she would be beneficial in helping me win over the remainder of the group. So the first few sessions were spent in what I call icebreaking exercises. Each youth had the opportunity to express themselves in no uncertain terms. The only requirement was to give name, address, and what school he/she attended. It was extremely gratifying to watch the progression of the group.

Sure enough, a leader did emerge. He was a 15 year old youth who had been referred by juvenile court for curfew violation and school truancy. As I got to know him, I discovered he was an outstanding artist. He was also being heavily recruited by a neighborhood gang.

We needed to establish rules for the group. Among the rules were no talking until granted permission, no put downs, no arguing, no profanity, no leaving the group without permission, and not discussing what goes on within the group.

As the group progressed, they took on their own identity. Slowly barriers were either eliminated or lowered to at least give the youth other options. For instance, at the beginning of the group, it was obvious that no one trusted me, because of past negative experiences in their lives. However, I was able to gain their confidence and trust because of two basic rules: 1) I never promised to do something and refused to keep my word, and 2) I practiced what I preached. I instilled pride in each individual by constantly reminding them to be all they could be. Develop your own abilities based on what you were and not for what others expected you to be.

I constantly reminded them that they had to live by rules. No matter who you were, or what you were, everybody in society has a boss, and the boss of all bosses is the Creator.

Slowly, attitudes began to change, when discussions were held regarding trust questions, I started hearing different names they trusted, instead of nobody. Or when problems either perceived, or existing became evident, the other group members began to offer suggestions and advice. Basically, during these times, I only had to be supportive and offer encouragement. You have to understand that prior to the group, no one had experienced many success experiences. To be constantly complemented in front of the group was very effective. I made it my business to always find something positive to say about everyone.

One young man I can never forget. When he first came into the group, his appearance was always sloppy. He never combed his hair, his clothing was always in disarray, and his personal hygiene was terrible. But after awhile, I began to notice subtle changes. He began to comb his hair and take more interest in his personal appearance. He now is a member of the church and a member of my youth outreach ministry. As a matter of fact, all of the group members are regular members of the church and are members of my outreach youth ministry. The objective is to be positive peer members in interacting with their peers and encourage their peers to become members of the church.

This project was necessary because of recent trends in the juvenile correctional system. In Columbus, Ohio from July 1, 1995, until June 30, 1996 3097 unruly youth cases were heard.

The Ohio revised code clearly indicates the expected behavior and protection of young people. It is designed for the safety of our youth, but also provides for their growth, respect toward parents, and authority. Additionally it condemns those persons and places that are in opposition to the accepted morals of our culture.

Obviously, those eight youth who were referred to the Agape Ministry Project certainly met this criteria. Those youths who choose to defy and break any law to which juveniles and adults alike are subject, are classified as delinquent youth.

Often the unruly behavior of a youngster can be modified or corrected short of a formal court appearance in an already overloaded juvenile system. One of the goals of the project was to prevent further contact with the court by directly involving referred youth to Greater Harvest Baptist Church for wholistic programming. We must also keep in mind the behavior problems are social as well as legal. Prescribed strategies and direct church involvement can perhaps play a significant role in impacting the juvenile justice system by developing, and implementing diversion programs.

A clear understanding of the law, as well as realizing the consequences resulting from continued unruly or criminal behavior was emphasized time, and time again in group discussions. Hopefully, it was sufficient to cause the project participants to change their behavior permanently.

The intent of the project was to move quickly and forcefully with our referrals in an effort to reduce or eliminate incorrigible behavior. We focused on accepting responsibility for one's actions, adherence to the law and showing respect for parents, significant others, and their peers.

We also attempted to implement strategies to aid in the behavior modification in their homes by establishing curfew requirements, home responsibilities, chores, outsiders in the home, the proper responses when a request is denied.

It is important that parents understand that the youngster's unruly behavior did not happen overnight and there is usually no quick fix. We, the body of Christ, must get involved in the Juvenile Justice System if inroads are to be made in reducing the number of or youth who are caught up in the web of criminal behavior, and subsequently incarcerated. I am convinced we can make a difference.

CHAPTER SIX

REFLECTIONS AND CONCLUSIONS

The Greater Harvest Baptist Church is located within the second highest crime area for juvenile arrests in the city of Columbus, Ohio, zip code 43205. It remains the opinion of the Pastor that if inroads are to be made in reducing the number of juveniles entering the judicial system, churches must take a more active role in these efforts.

The Agape Ministry Project was developed and implemented into the Greater Harvest Baptist Church to serve as a replicale model for other churches to emulate. It was designed to run for eight weeks but because of interest generated by the group, the project ran from December, 1995 to June, 1996.

We wanted to reach out to each youth referred to the project before they became officially involved in the juvenile justice system. Obviously, we wanted to instill a sense of trust, values, and assist them in developing positive self-images and self-esteem. This was accomplished by building in a reward system that rewarded each youth. The group rewarded each other by the way they participated in group sessions. They voted on who could participate in the social enhancement activities that were held each month. We rewarded positive behavior by taking them out to dinner, attending a skating party, or having a pizza party.

Another goal of the project was to have each youth referred to the project complete it. One problem area for youth in the past had been the

willingness to stay on task and complete whatever was started. I'm happy to report that all eight youth referred to the project finished it.

Our last goal, we wanted each youth referred to the project by the court, would not have any additional contact with the court during the time they were involved in the project. I am pleased to announce that none of the eight youth referred to the project by the juvenile court had additional contact with the court during the time they were involved in the project.

Results of the CPS Test

All of the subjects responded in valid ways on the Carlson Psychological post test. Though there were differences between scores, none of the scores indicated a elevation in its clinical scales. Two subjects scored in a way that would suggest thought disturbances and antisocial tendencies scoring in the percentile at 64 and 60 respectively. This elevation might indicate a moderate degree of disorganized thinking, confusion, perceptual distortion and feelings of unreality that may manifest as anxiety and/or criminal behavior. Two other subjects scored in a fashion that indicates no alcohol or drug abuse, good thought organization without the presence of confusion, perceptual distortion/hallucinations and feelings of unreality. These subjects presented as unlikely to outwardly express hostile animosity, social defiance and other threatening and assaultive behavior or tendencies. These subjects also had a good sense of self appreciation. Four of the subjects scored similarly, yielding similar results. These four subjects tend to present themselves as victims of circumstances. They tend to rationalize their behavior and deny guilt for it. These individuals tend to have an excuse ready for inappropriate behaviors committed. These individuals tend to be

selfcentered, seldom listen to criticism and advice. Their judgements tend to be faulty to the point that their poor impulse control makes them easy targets for manipulative peers. Subjects who scored within this range also tend to be insecure and emotionally immature. Very little insight with little future goals, these individuals tend to be cooperative in a way to gain an upper hand. These individuals will do very well in programs offering structured training.

It is clear from this sample that approximately 50% show high tendency toward poor thinking and poor organization. As discussed in the literature, this type of disorganization leads to acting out and sometimes criminal behavior. These individuals show hopeful signs as they respond fairly well to structured programs. Twenty-five percent of the sample showed positive signs with very little thinking error in their information processing. These individuals tend to rely upon themselves as well as an ethical code of morality and values to lead their lives. Another 25% of the sample, while they did not show disorganized and erratic thinking, did show slight signs of thought disturbance. These individuals also tend very well to structured groups as a way to further assist them from ever getting into trouble.

Discussion

This study showed that 50% of the sample showed a proclivity toward problems in their thinking and in their impulse control. These problems seem to set individuals up for potential criminal behavior which would ultimately land one into the juvenile correctional system. Consistent with the literature, these type of thinkers are often portrayed as being more delinquent than they are. For example, although 50% showed tendencies toward delinquent

thinking patterns, none of clinical skills were elevated. While seen as a non deviant sample, it is the behavior which is unaccounted that leads youth to entering the correctional system. Not only African American youth, but youth in general tend to show poor behavior controls more so than poor internal controls which leads to trouble making.

It is difficult to determine the exact impact that the structured group therapy had on this population. A major limitation of the study is that the group was not compared through a pretest administration. If a pretest design was utilized, it would have been possible to determine the scores on the CPS and compare them after the group therapy protocol. As such, tentative conclusions might be drawn that the group therapy format allows for a structured way of thinking which could ultimately keep individuals from scoring in the higher percentile ranks on the CPS. As discussed earlier, capitalizing on the notion of non deviant scores in this population, it ultimately proved helpful.

Culturally specific individual and group counseling using cognitive behavioral therapies might also prove to be helpful for this population. The more culturally specific the more usable the groups tend to be. Youth would have an opportunity to look at themselves within the context of which they could assume a success or failure identify as compared among their own culture. In group, youth could continue to give each other feedback and to challenge the way in which thinking errors are manifested. Furthermore, the African American youth could be exposed to elements of Africentric right to passage which builds upon the African American value system.

The more culturally sensitive and applicable these structured groups are there is a higher likelihood that a youth will show delinquent behavior.

Future studies might continue to compare structured groups with delinquent behavior. It would be beneficial to conduct ad hoc analysis of youth who have already entered the juvenile system and compare them to the younger groups who are showing proclivity towards entering the juvenile correctional system.

In every urban county in the State of Ohio in 1995, African American youth continue to be adjudicated and committed to the Department of Youth Services in disproportionate numbers compared to Caucasian youth residing in the same urban communities. Beginning with Allen County, Lima, Ohio, 75 African American youth (50.7%) were adjudicated and 44 out of the 75 (62.9%) were committed to the Department of Youth Services. By contrast, 64 Caucasian youth (43.2%) were adjudicated with 21 (30.0%) being committed to the Department of Youth Services. This is less than half the commitment rate for African American youth.

In Cuyahoga County, Cleveland, Ohio, 1,984 African American youth (66.9%) were adjudicated and 475 (72.5%) were committed to the Department of Youth Services. By contrast, only 876 Caucasian youth (29.6%) were adjudicated and only 148 (22.6%) were committed to the Department of Youth Services.

In Franklin County, Columbus, Ohio, 1,124 African American youth (52.9%) were adjudicated and 157 (63.1%) were committed. By contrast 420 Caucasian youth were adjudicated and only 83 (33.3%) were committed.

In Hamilton County, Cincinnati, Ohio, 2,011 youth were adjudicated with 1192 (59.3%) being African American males. Seventy-three percent (281) were committed to the Department of Youth Services. By contrast, only 801 Caucasians males were adjudicated with 101 (26.2%) being committed.

In Lucas County, Toledo, Ohio, a total of 771 youth were adjudicated in 1995. Of these, 685 (88.8%) were African American males with 189 (92.6%) being committed to the Department of Youth Services. By contrast, only 86 Caucasian youth (11.2%) were adjudicated and only 15 (7.4%) were committed.

In Mahoning County, Youngstown, Ohio, 235 youth were adjudicated. Of these, 161 (68.5%) were African American with 50 (76.9%) committed to the Department of Youth Services. Sixty three Caucasian youth were adjudicated with only 10 (15.4%) being committed to the Department of Youth Services.

In Montgomery County, Dayton, Ohio, 866 youth were adjudicated. Of these, 417 (48.2%) were African American males compared to 445 Caucasian male youth. Even though more Caucasian youth were adjudicated than African American youth, 107 African American youth (58.5%) were committed to the Department of Youth Services compared to only 75 (41.0%) Caucasian youth that were committed.

In Summit County, Akron, Ohio, 855 youth were adjudicated. Again, more Caucasian males were adjudicated, 486 to 361. However, 73 African American males (65.8%) were committed to the Department of Youth Services compared to only 38 Caucasian youth (34.2%).

The Office of Juvenile Justice and Delinquency Prevention has developed a blueprint for a community to design and implement its own comprehensive strategy to deal with the problem of serious, violent, and chronic juvenile delinquency.[1]

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[1]Michael L. Wilson, The Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders (NCJFCJ; 1993).

Increases in juvenile arrests and admissions to juvenile facilities are overwhelming communities across the nation. At the same time, communities have fewer resources due to fiscal crises to handle these increases. Elected officials have responded to public fears about juvenile crime by passing a slew of "get tough" measures nationwide. But few juvenile justice professionals believe that tougher laws by themselves will stem the tide of serious youth crime. The emerging professional consensus is that communities need comprehensive strategies to combat youth crime. This strategy is based on five general principles.

We must strengthen the family in its primary responsibility to instill moral values and provide guidance and support to children. Where there is no functional family unit, we must establish a family surrogate and assist that entity to guide and nurture the child.

We must support core social institutions, schools, religious institutions, and community organizations in their roles of developing capable, mature, and responsible youth. A goal of each of these societal institutions should be to ensure that children have the opportunity and support to mature into productive law-abiding citizens. A nurturing community environment requires that core social institutions be actively involved in the lives of youth. Community organizations include public and private youth serving agencies, neighborhood groups, and business and commercial organizations providing employment, training, and other meaningful economic opportunities for youth.

We must promote delinquency prevention as the most cost effective approach to reducing juvenile delinquency. Families, schools, religious institutions, and community organizations, including citizen volunteers and

the private sector, must be enlisted in the nation's delinquency prevention efforts. These core socializing institutions must be strengthened and assisted in their efforts to ensure that children have the opportunity to become capable and responsible citizens. When children engage in acting out behavior, such as status offenses, the family and community, in concert with child welfare agencies, must respond with appropriate treatment and support services.

Communities must take the lead in designing and building comprehensive prevention approaches that address know risk factors and target other youth at risk of delinquency.

We must intervene immediately and effectively when delinquent behavior occurs to successfully prevent delinquent offenders from becoming chronic offenders or progressively committing more serious and violent crimes. Initial intervention efforts under an umbrella of system authorities, police, intake and probation, should be centered in the family and other core societal institutions. Juvenile justice system authorities should ensure that an appropriate response occurs and act quickly and firmly if the need for formal system adjudication and sanctions has been demonstrated.

We must identify and control the small group of serious, violent, and chronic juvenile offenders who have committed felony offenses or have failed to respond to intervention and nonsecure community based treatment and rehabilitation services offered by the juvenile justice system. Measures to address delinquent offenders who are a threat to community safety may include placement in secure community based facilities, training schools, and other secure juvenile facilities, and when necessary, waiver or transfer of the most violent or intractable juveniles to the criminal justice system. Under the

Office of Juvenile Justice and Delinquency Prevention's comprehensive strategy, it is the family and community, supported by core social institutions that have primary responsibility for meeting the basic socializing needs of our nation's children. Socially harmful conduct, acting out behaviors, and delinquency may be signs of the family being unable to meet its responsibility. It is at these times that the community must support and assist the family in the socialization process, particularly for youth at the greatest risk of delinquency.

The strategy incorporates two principal components. (1) Preventing youth from becoming delinquent by focusing prevention programs on at risk youth. (2) Improving the juvenile justice system response to delinquent offenders through a system of graduated sanctions and a continuum of treatment alternatives that include immediate intervention, intermediate sanctions, and community based corrections sanctions, incorporating restitution and community service when appropriate.

The initial target population for prevention programs is juveniles at risk of involvement in delinquent activity. While primary delinquency programs provide services to all youth wishing to participate, maximum impact on future delinquent conduct can be achieved by seeking to identify and involve in prevention programs youth at greatest risk of involvement in delinquent activity. This includes youth who exhibit know risk factors for future delinquency, drug and alcohol abuse, and youth who have had contact with the juvenile justice system as non-offenders, neglected, abused, and dependent, status offenders, runaways, truants, alcohol offenders, and incorrigible, or minor delinquent offenders.

The next target population is youth, both male and female, who have committed delinquent criminal acts, including juvenile offenders who evidence a high likelihood of becoming or who already are serious, violent, or chronic offenders. The juvenile justice system plays a key role in protecting and guiding juveniles including responding to juvenile delinquency. Law enforcement plays a key role by conducting investigations, making custody and arrest determinations, and exercising discretionary release authority. In the writer's opinion, police should be trained in community based policing techniques and be provided with program resources that focus on community youth, such as Police Athletic Leagues (PAL) and the Drug Abuse Resistance Education (D.A.R.E.) Program.

The traditional role of the juvenile and family court is to treat and rehabilitate the dependent or wayward minor using an individualized approach and tailoring its response to the particular needs of the child and family with goals of:

1. Responding to the needs of troubled youth and their families.
2. Providing due process while recognizing the rights of the victim.
3. Rehabilitating the juvenile offender.
4. Protecting both the juvenile and the public.

While juvenile and family courts have been successful in responding to the bulk of youth problems to meet these goals, new ways of organizing and focusing the resources of the juvenile justice system are required to effectively address serious, violent, and chronic juvenile crime. These methods might include the establishment of united family courts with jurisdictions over all civil and criminal matters affecting the family. A recent

statement by the National Council of Juvenile and Family Court Judges (NCJFCJ) succinctly describes the critical role of the court.[2]

The courts must protect children and families when private and other public institutions are unable or fail to meet their obligations. The protection of society by correcting children who break the law, the preservation and reformation of families, and the protection of children from abuse and neglect are missions of the court. When the family falters, when the basic needs of children go unmet, when the behavior of children is destructive and goes unchecked, juvenile and family courts must respond. The court is society's official means of holding itself accountable for the well being of its children and family unit.

Finally, juvenile corrections has the responsibility to provide treatment services that will rehabilitate the juvenile and minimize the chances of reoffending. Juvenile courts and corrections will benefit from a system that makes a continuum of services available that respond to each juvenile's needs.

The juvenile justice system, armed with resources and knowledge that permit matching juveniles with appropriate treatment programs while holding them accountable, can have a positive and lasting impact on the reduction of delinquency.

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[2]Ibid.

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APPENDIX I

DEMOGRAPHICS OF ZIP CODE 43205

Within zip code 43205 , 16,818 residents reside. The breakdown by race is Caucasians population 2,446, African American 14,086, Native American population 43, Asian population 140, other population 103 and Hispanic population 131. A total of 7,950 males are included in this number. There are 1,651 males under 10, 1,312 males 10 through 19; 1,259 males 20 through 29; 1,776 males 30 through 44; 963 males 45 through 59; 783 males 60 through 74; and 206 males 75 and over.

Greater Harvest Baptist Church is located at 1101 Bryden Road in Columbus, Ohio 43205 is within this area. It is approximately three years old. The membership has grown from three to over fifty. Everyone is aware of the serious crime problems and are willing to work toward developing a viable alternative project that will have a positive impact on the arrest and subsequent incarceration of our youth who reside within the target area of the church.

1990 Census Data
Selected Census Tracts for Zip Code 43205

TOTAL POPULATION	16,818
White Population	2,446
Black Population	14,086
Native American Population	43
Asian Population	140
Other Population	103
Hispanic Population	131
TOTAL MALES	7,950
Males under 10	1,651
Males 10 thru 19	1,312
Males 20 thru 29	1,259
Males 30 thru 44	1,776
Males 45 thru 59	963
Males 60 and 74	783
Males 75 and over	206
TOTAL FEMALES	8,868
Females under 10	1,633
Females 10 thru 19	1,349
Females 20 thru 29	1,435
Females 30 thru 44	1,961
Females 45 thru 59	1,061
Females 60 and 74	1,004
Females 75 and over	425
FAMILIES	3,712
Average Family Size	3.43
PERSONS IN FAMILY HOUSEHOLDS	
Householder	3,712
Spouse	1,414
Natural or adopted child	5,783
Stepchild	200
Grandchild	778
Other relatives	846
Nonrelatives	609
PERSONS IN NONFAMILY HOUSEHOLDS	
Householder living alone	1,856
Householder not living alone	454
Nonrelatives	644
PERSONS IN GROUP QUARTERS	
Institutionalized persons	302
Other persons in group quarters	220

Compiled by the Columbus Planning Division Research Section from 1990 Census Tapes STF1A and STF3A.

1990 Census Data
Selected Census Tracts for Zip Code 43205

HOUSEHOLDS	6,022
Average Household Size	2.71
SINGLE PERSON HOUSEHOLDS	
Male householder	912
Female householder	944
TWO OR MORE PERSON HOUSEHOLDS	
Married-couple family with related children	696
Married-couple family, no related children	718
Male householder, no wife, with related children	148
Male householder, no wife, no related children	179
Female householder, no husband, with related children	1,525
Female householder, no husband, no related children	446
Male-headed nonfamily households	245
Female-headed nonfamily households	209
SINGLE PARENT HOUSEHOLDS WITH CHILDREN	
White male	15
White female	124
Black male	131
Black female	1,388
Native American male	0
Native American female	4
Asian male	1
Asian female	4
Other male	1
Other female	5
CHILDREN UNDER 18 IN HOUSEHOLDS	
Householder or spouse	11
In married-couple family	1,361
In male-headed family, no wife	226
In female-headed family, no husband	2,856
With other relatives	826
With non-relatives	154
Children under 18 in Group Quarters:	
Institutionalized persons	20
Other persons in group quarters	16
TOTAL HOUSING UNITS	7,485
Occupied Housing Units	6,022
Vacant Housing Units	1,463
Owner Occupied Housing Units	2,080
Renter Occupied Housing Units	3,942
Weighted Average of Median Values	$ 57,392
Weighted Average of Median Contract Rent	$ 228

Compiled by the Columbus Planning Division Research Section from 1990 Census Tapes STF1A and STF3A.

EMPLOYMENT AND UNEMPLOYMENT
(Universe: Persons 16 years and over)

Armed Services	38
Employed	5,274
Unemployed	1,017
Civilian Labor Force	6,291
Not in Labor Force	5,489
Unemployment Rate	16.2 %

INDUSTRIAL EMPLOYMENT
(Universe: Employed persons 16 years and over)

Agriculture	15
Mining	6
Construction	244
Nondurable Manufacturing	252
Durable Manufacturing	286
Transportation	214
Communication	170
Wholesale Trade	69
Retail Trade	948
Finance, Insurance, Real Estate	448
Business and Repair Services	366
Personal Services	258
Entertainment/Recreation	34
Health Services	703
Educational Services	322
Other Professional Services	498
Total Services	2,181
Public Administration	441

OCCUPATION
(Universe: Employed persons 16 years and over)

Executive/Administrative/Managerial	492
Professional Specialty	490
Technicians	227
Sales	430
Administrative Support/Clerical	873
Private Household	64
Protective Service	85
Other Service	1,358
Farming/Forestry/Fishing	20
Precision Production/Repair	362
Operators/Assemblers	383
Transport/Moving	176
Handlers/Helpers/Laborers	314

Compiled by the Columbus Planning Division Research Section from 1990 Census Tapes STF1A and STF3A.

1990 Census Data
Selected Census Tracts for Zip Code 43205

EDUCATIONAL ATTAINMENT
(Universe: Persons 25 and over)

Less than 9th grade	975
9th to 12th grade, no diploma	2,829
High school graduate (includes GED)	2,718
Some college, no degree	1,711
Associate degree	503
Bachelor's degree	524
Graduate or professional degree	291

HOUSEHOLD INCOME IN 1989
(Universe: Households)

Less than $5,000	1,260
$5,000 to $9,999	1,087
$10,000 to $12,499	548
$12,500 to $14,999	305
$15,000 to $17,499	358
$17,500 to $19,999	284
$20,000 to $22,499	279
$22,500 to $24,999	207
$25,000 to $27,499	224
$27,500 to $29,999	209
$30,000 to $32,499	198
$32,500 to $34,999	113
$35,000 to $37,499	94
$37,500 to $39,999	130
$40,000 to $42,499	109
$42,500 to $44,999	11
$45,000 to $47,499	102
$47,500 to $49,999	90
$50,000 to $54,999	112
$55,000 to $59,999	62
$60,000 to $74,999	78
$75,000 to $99,999	57
$100,000 to $124,999	37
$125,000 to $149,999	0
$150,000 or more	36

HOUSEHOLD INCOME AVERAGES IN 1989
(Universe: Households)

Average of Median Household Incomes	15,026
Average Household Income	20,868

Compiled by the Columbus Planning Division Research Section from 1990 Census Tapes STF1A and STF3A.

1990 Census Data
Selected Census Tracts for Zip Code 43205

PER CAPITA INCOME (Universe: Persons)	
Per capita income	7,812
Per capita income in households	7,895
PER CAPITA INCOME BY RACE (Universe: Persons)	
White per capita income	14,907
Black per capita income	6,673
Native American per capita income	5,261
Asian/Pacific Islander per capita income	3,804
Other per capita income	6,613
Hispanic per capita income	11,300
POVERTY STATUS (Universe: Persons for whom poverty status is determined)	
Persons above poverty	9,270
Persons below poverty	7,062
Percentage in poverty	43.2%
RATIO OF INCOME TO POVERTY LEVEL (Universe: Persons for whom poverty status is determined)	
Under 50%	4,290
50% to 74%	1,468
75% to 99%	1,304
100% to 124%	1,278
125% to 149%	986
150% to 174%	781
175% to 184%	237
185% to 199%	499
200% and over	5,489
YEAR STRUCTURE BUILT (Universe: Housing units)	
1989 to March 1990	52
1985 to 1988	41
1980 to 1984	126
1970 to 1979	413
1960 to 1969	672
1950 to 1959	777
1940 to 1949	1,304
1939 or earlier	4,041
Average median year structure built	1941

Compiled by the Columbus Planning Division Research Section from 1990 Census Tapes STF1A and STF3A.

1990 Census Data
Selected Census Tracts for Zip Code 43205

UNITS IN STRUCTURE	
(Universe: Housing units)	
Single unit detached structures	2,719
Single unit attached structures	1,166
Two units	952
Three or four units	1,082
Five to nine units	661
Ten to nineteen units	620
Twenty to forty-nine units	84
Fifty units or more	71
Mobile home or trailer	4
Other	67
TENURE BY RACE OF HOUSEHOLDER	
(Universe: Occupied housing units)	
White owner	328
Black owner	1,649
Native American owner	0
Asian/Pacific Islander owner	0
Other owner	9
Hispanic owner	9
White renter	549
Black renter	3,319
Native American renter	12
Asian/Pacific Islander renter	58
Other renter	23
Hispanic renter	20
AVERAGE GROSS RENT AS A PERCENTAGE OF HOUSEHOLD INCOME	
Average rent as a percent of income	30.5%
AVERAGE OWNER COST AS A PERCENTAGE OF HOUSEHOLD INCOME	
With a mortgage	21.6%
Without a mortgage	16.6%

Compiled by the Columbus Planning Division Research Section from 1990 Census Tapes STF1A and STF3A.

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REPORT NAME: ZIPS.FEX
RUN DATE: 10/12/94
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COUNT OF JUVENILES WITHIN ZIP BY AGE BY RACE

ZIP	TOTAL JUVENILES COUNTED	CHARGE	TOTAL CHARGES COUNTED	AGE	AGE COUNT	RACE	RACE COUNT
43205	263	AGG MENACING	20	17	7	W	1
		AGG RIOT	1	16	1		1
		AGG ROBB	3	14	2		1
		-				B	1
				17	1	B	1
		AGG ROBBERY	13	12	1	B	1
				15	3	B	3
				16	5	B	4
						U	1
				17	3	B	3
				18	1	B	1
		AGG ROBBERY REFILE	1	15	1	B	1
		AGG TRAFF	1	17	1	B	1
		AGG TRAFFICK	1	16	1	B	1
		AGG TRAFFICKING	14	13	1	B	1
				14	1	B	1
				15	1	B	1
				16	5	B	5
				17	6	B	5
						W	1
		ARSON	1	13	1	B	1
		ASSAULT	90	10	6	B	6
				11	3	B	3
				12	5	B	5
				13	10	B	10
				14	19		3
		---				B	16
				15	10	B	9
						W	1
				16	13	B	12
						U	1
				17	23	A	1
						B	18

REPORT NAME: ZIPS.FEX
RUN DATE: 10/12/94
RUN TIME: 09:06.53

COUNT OF JUVENILES WITHIN ZIP BY AGE BY RACE

ZIP	TOTAL JUVENILES COUNTED	CHARGE	TOTAL CHARGES COUNTED	AGE	AGE COUNT	RACE	RACE COUNT
43205	263	ASSAULT	90	17	23	W	4
				18	1	B	1
		ATT AUTO THEFT	1	17	1	B	1
		ATT GRAND THEFT	1	17	1	B	1
		ATT GRAND THEFT(AUTO	1	14	1	B	1
		ATT RAPE	1	11	1	B	1
		ATT RAPE REFILE	2	11	2	B	2
		B & E	1	15	1	B	1
		B&E	3	12	1	B	1
				15	2	B	2
		BEER ON SCHOOL GROUN	1	16	1	B	1
		BURG REFILE	1	16	1	B	1
		BURGLARY	3	14	1	B	1
				15	1	B	1
				16	1	B	1
		CCW	18	12	1	B	1
				14	2	B	2
				16	8	B	8
				17	6	B	5
						W	1
				18	1	B	1
		COMP TO B&E	1	15	1		1
		COMPL TO FEL ASSLT	1	13	1	B	1
		COMPL. TO FORGERY	1	16	1	B	1
		COMPLCTY- AGG ROBB	1	16	1	B	1
		COMPLTCY -AGG ROBB	1	16	1	B	1
		CONSPIRACY ROBBERY	1	17	1	B	1
		CONSUMP MOTOR VEHICL	1	16	1	B	1
		COUNTERFIF SUSTANCE	1	13	1	B	1
		CRIM DAMAGE	7	12	1	B	1
				13	1	B	1
				16	2	B	2
				17	3	A	1

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REPORT NAME: ZIPS.FEX
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COUNT OF JUVENILES WITHIN ZIP BY AGE BY RACE

ZIP	TOTAL JUVENILES COUNTED	CHARGE	TOTAL CHARGES COUNTED	AGE	AGE COUNT	RACE	RACE COUNT
43205	263	DOM VIOL	4	17	2	B	2
		DOM VIOLENCE	6	12	1	B	1
				13	1	B	1
				15	1	B	1
				16	2	B	2
				17	1	B	1
		DOMESTIC VIOL	1	17	1	W	1
		DOMESTIC VIOLENCE	1	15	1	W	1
		DRUG ABUSE	35	13	1	B	1
				14	1	B	1
				15	4	B	4
				16	13	B	12
						W	1
				17	15	B	15
				18	1	B	1
		DRUG ABUSE ENHANCE	1	17	1	B	1
		FALSE INFO	1	17	1	B	1
		FALSE INFO POLICE OF	1	15	1	B	1
		FALSE INFO TO PO	1	13	1	B	1
		FALSE INFOMATION PD	1	16	1	B	1
		FALSE INFORAMTION	1	17	1	B	1
		FALSE INFORMATION	1	17	1	B	1
		FALSIFICATION	3	15	1	B	1
				17	2	B	2
		FEL ASSAULT	12	14	3		1
						B	2
		---		15	2	B	2
				16	3	B	3
				17	4	B	4
		FEL SEX PENETRATION	1	17	1	W	1
		FEL. ASSAULT	1	17	1	B	1
		FEL.ASSAULT	2	15	1	B	1
				17	1	B	1

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REPORT NAME: ZIPS.FEX
RUN DATE: 10/12/94
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COUNT OF JUVENILES WITHIN ZIP BY AGE BY RACE

ZIP	TOTAL JUVENILES COUNTED	CHARGE	TOTAL CHARGES COUNTED	AGE	AGE COUNT	RACE	RACE COUNT
43205	263	FELONY FLEEING	1	16	1	B	1
		FIRE ARMS UNDER DISB	1	17	1	B	1
		FORGERY	1	17	1	B	1
		FRAUDUL DRUG ADVERTI	1	17	1	B	1
		GRAND THEFT	1	17	1	B	1
		GSI	1	15	1	B	1
		ILL CNV DDLY WPN SCH	1	13	1	B	1
		ILL CNV DDLY WPN/SCH	1	14	1	B	1
		IMPROPER HANDLING	1	16	1	B	1
		LITTERING	4	16	3	B	3
				17	1	B	1
		LOIT AID DRUGS	1	16	1	B	1
		LOITER IN DRUGS	1	16	1	B	1
		LOITERING	1	16	1	B	1
		LOITERING DRUG ABUSE	1	17	1	B	1
		LOITERING FOR DRUGS	1	16	1	B	1
		LOITERING IN AID DRG	1	17	1	B	1
		MENACING	8	15	3	B	3
				16	3	B	3
				17	2	B	1
						W	1
		MENACING THREATS	1	14	1	B	1
		MOTION	16	14	3	B	3
				15	2	B	2
				16	6	B	6
				17	4	B	3
		---				W	1
				18	1	B	1
		MOTION (RSP/UUMV)	1	15	1	B	1
		MOTION DEL	1	16	1	B	1
		MOTION-DELQ	1	16	1	B	1
		OOB	1	16	1	B	1
		OPEN CONTAINER	1	16	1	B	1

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REPORT NAME: ZIPS.FEX
RUN DATE: 10/12/94
RUN TIME: 09:06.53

COUNT OF JUVENILES WITHIN ZIP BY AGE BY RACE

ZIP	TOTAL JUVENILES COUNTED	CHARGE	TOTAL CHARGES COUNTED	AGE	AGE COUNT	RACE	RACE COUNT
43205	263	CRIM DAMAGE	7	17	3	B	2
		CRIM DAMAGING	1	11	1	B	1
		CRIM ENDANGERING	2	11	1	B	1
				13	1	B	1
		CRIM MISCHIEF	1	16	1	B	1
		CRIM TRESP	2	12	1	B	1
				13	1	B	1
		CRIM TRESPASS	9	12	2	B	2
				15	2	B	2
				16	2	B	2
				17	3	B	3
		CRIM. TRESPASS	2	16	1	B	1
				17	1	W	1
		CRIMINAL DAMAGE	1	15	1	B	1
		CRIMINAL MISCHIEF	2	14	1	B	1
				18	1	B	1
		CRIMINAL TRESPASS	1	14	1	B	1
		CURFEW	8	13	1		1
				14	1	B	1
				15	1	B	1
				16	2	B	2
				17	3	B	2
						W	1
		DIS CONDUCT	21	13	3	B	3
				14	3	B	3
				15	1	B	1
				16	2	B	2
				17	12	B	10
						W	2
		DIS CONDUCT`	1	16	1	B	1
		DISORDERLY COND	1	17	1	W	1
		DISORDERLY CONDUCT	1	14	1	B	1
		DOM VIOL	4	15	2	B	2

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REPORT NAME: ZIPS.FEX
RUN DATE: 10/12/94
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COUNT OF JUVENILES WITHIN ZIP BY AGE BY RACE

ZIP	TOTAL JUVENILES COUNTED	CHARGE	TOTAL CHARGES COUNTED	AGE	AGE COUNT	RACE	RACE COUNT
43205	263	OSBT OFF BUS	1	14	1	B	1
		PCT	4	14	2		1
						B	1
				15	1	W	1
				17	1	B	1
		PETIT THEFT	63	10	1	B	1
				11	3	B	3
				12	8	B	8
				13	12	B	12
				14	8	B	7
						W	1
				15	9	B	4
						R	1
						U	2
						W	2
				16	15	B	14
						W	1
				17	7		1
						B	4
						W	2
		PETIT THET	1	12	1	B	1
		PLACING INJ MAT ST	1	16	1	B	1
		POSS ALCOHOL	1	15	1	W	1
		POSS COUNT SUB	2	16	2	B	2
		POSS CRIM TOOLS	6	15	2	B	2
				16	2	B	2
				17	2	B	2
		POSS DRUG PARAPH	1	16	1	B	1
		POSS. COUNT CONT SUB	1	17	1	B	1
		PROH UNDER 21	1	17	1	B	1
		PROHIBITIONS	3	16	2	B	2
				17	1	B	1
		PUBLIC INDECENCY	1	17	1	W	1

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REPORT NAME: ZIPS.FEX
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COUNT OF JUVENILES WITHIN ZIP BY AGE BY RACE

ZIP	TOTAL JUVENILES COUNTED	CHARGE	TOTAL CHARGES COUNTED	AGE	AGE COUNT	RACE	RACE COUNT
43205	263	QSP AUTO	1	13	1	B	1
		R S P	1	12	1	B	1
		RAPE	3	15	1	W	1
				16	1	B	1
				17	1	W	1
		REC. STOLEN PROPERTY	6	15	5	B	5
				16	1	B	1
		RES ARREST	16	14	1	B	1
				15	3	B	3
				16	8	B	8
				17	4	B	4
		RESISTING	2	14	1	B	1
				17	1	B	1
		RESISTING ARREST	3	15	1	B	1
				16	2	B	2
		REV. PROB. MOTION	1	14	1	B	1
		RIOT TO COMMIT	1	14	1	B	1
		RIOTING	2	14	1	B	1
				15	1	B	1
		ROBBERY	18	11	2	B	2
				13	1	B	1
				14	3		1
						B	2
				15	3	B	3
				16	3	B	3
				17	6	B	6
		RSP	20	11	1	B	1
				12	3	B	3
				13	1	B	1
				14	3	B	3
				15	6		1
						B	5
				16	3	B	3

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REPORT NAME: ZIPS.FEX
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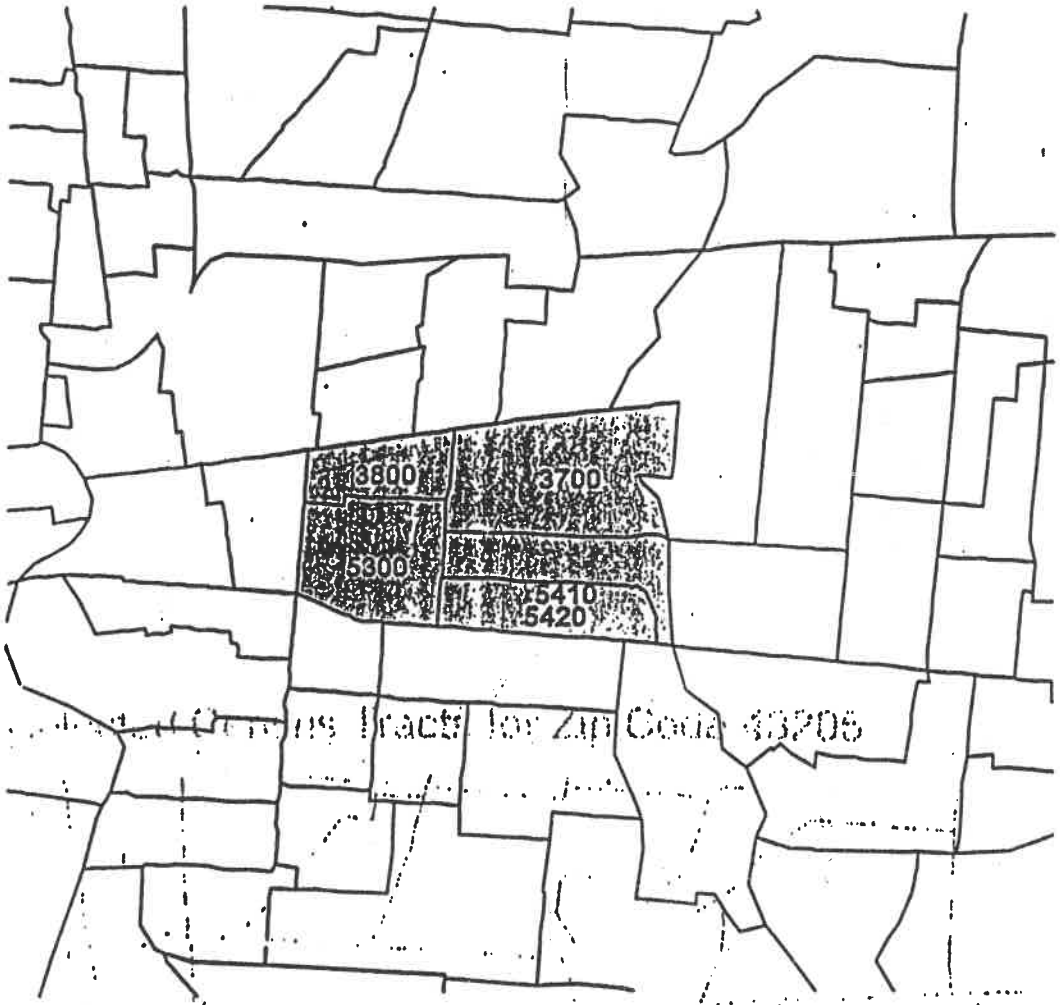
COUNT OF JUVENILES WITHIN ZIP BY AGE BY RACE

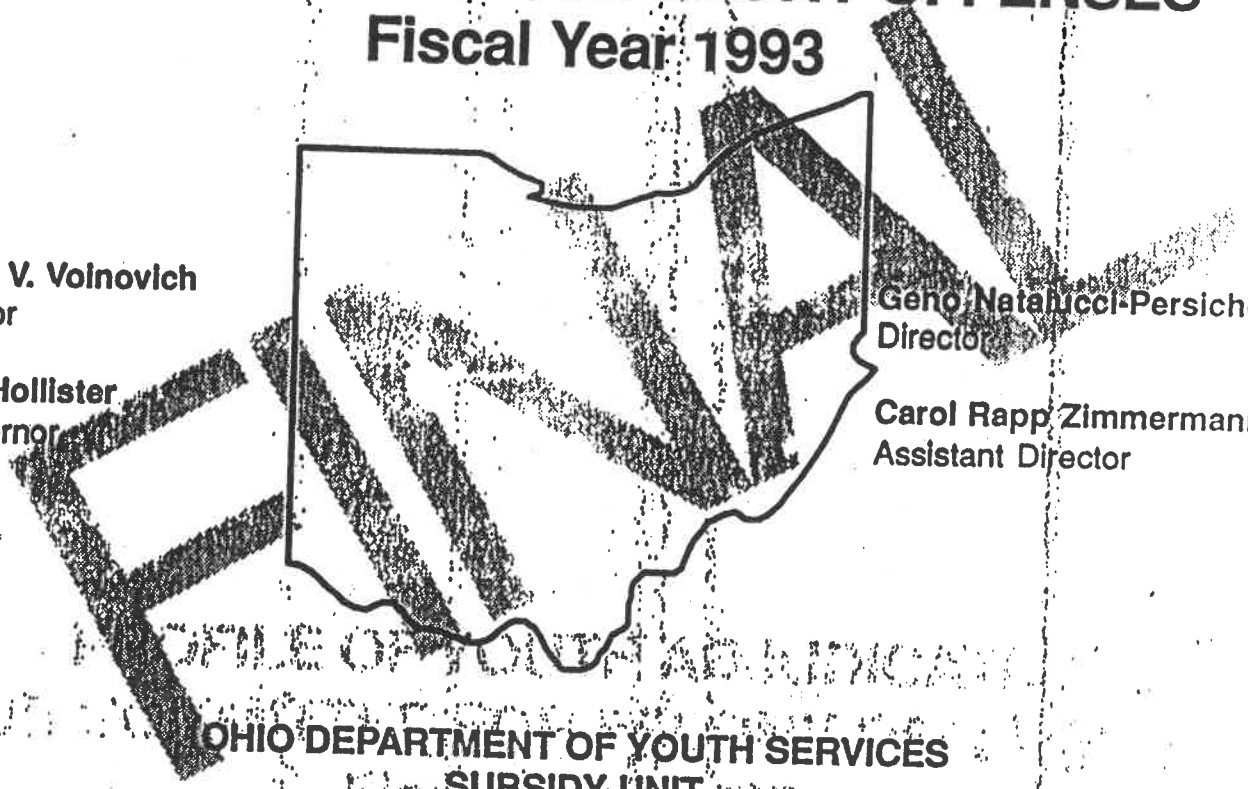
ZIP	TOTAL JUVENILES COUNTED	CHARGE	TOTAL CHARGES COUNTED	AGE	AGE COUNT	RACE	RACE COUNT
43205	263	RSP	20	17	3	B	3
		RSP AUTO	22	11	1	B	1
				12	3	B	3
				13	2	B	2
				14	2	B	2
				15	3	B	3
				16	10	B	10
				17	1	B	1
		RSP FIREARM	1	15	1	B	1
		RSP LICENSE PLATES	1	16	1	B	1
		RSP-AUTO	4	13	1	B	1
				14	2	B	2
				17	1	B	1
		SCHOOL TRUANCY	1	12	1	B	1
		TAMP. W/EVIDENCE	1	17	1	B	1
		THEFT	2	15	1	W	1
				16	1	B	1
		THEFT (ENHANCE)	1	13	1	B	1
		THEFT AUTO	1	16	1	B	1
		TRAFFIC	1	16	1	B	1
		UUMV	27	11	1	B	1
				12	3	B	3
				13	2	B	2
				14	5	B	5
				15	7	B	7
				16	7	B	7
				17	2	B	2
		ÜUMV ENHANCE	1	16	1	B	1
		VANDALISM	1	12	1	B	1
		WEAPON UNDER DISABIL	2	16	1	B	1
				17	1	B	1
43211	373	AGG BURG	8	11	1	B	1
				13	1	U	1

Selected Census Tracts for Zip Code 43205



Prepared by the Mid-Ohio Regional Planning Commission

PROFILE OF YOUTH ADJUDICATED OR COMMITTED FOR FELONY OFFENSES
Fiscal Year 1993



George V. Voinovich
Governor

Nancy Hollister
Lt. Governor

Geno Natalucci-Persichetti
Director

Carol Rapp Zimmermann
Assistant Director

OHIO DEPARTMENT OF YOUTH SERVICES
SUBSIDY UNIT
51 North High Street
Columbus, Ohio 43215

F.Y. 1993 STATEWIDE
PROFILE OF ADJUDICATIONS AND COMMITMENTS

		ADJUDICATIONS		COMMITMENTS	
		#	%	#	%
Age					
	under 12	336	2.4%		
	12	481	3.4%	36	1.3%
	13	1,116	7.8%	137	4.8%
	14	2,078	14.6%	354	12.4%
	15	2,782	19.5%	621	21.8%
	16	3,141	22.0%	743	26.1%
	17	3,421	24.0%	832	29.2%
	18	845	5.9%	122	4.3%
	19	43	0.3%	1	0.0%
	20+	12	0.1%	1	0.0%
Sex					
	Male	12,586	88.3%	2,643	92.8%
	Female	1,667	11.7%	204	7.2%
Race					
	Black	6,014	42.2%	1,515	53.2%
	White	7,799	54.7%	1,234	43.3%
	Other	440	3.1%	98	3.4%
Felony Degree					
	AM/MU	55	0.4%	23	0.8%
	1	1,643	11.5%	445	15.6%
	2	1,950	13.7%	450	15.8%
	3	4,035	28.3%	964	33.9%
	4	6,570	46.1%	965	33.9%
Totals		14,253		2,847	
Commitment Rate			20.0%		

F.Y. 1993
PROFILE OF ADJUDICATIONS AND COMMITMENTS

		ASHTABULA COUNTY				ATHENS COUNTY				AUGLAIZE COUNTY			
		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS	
		#	%	#	%	#	%	#	%	#	%	#	%
Age													
	under 12	1	2.9%		0.0%		0.0%		0.0%	2	4.2%		0.0%
	12		0.0%		0.0%	2	5.9%		0.0%	1	2.1%		0.0%
	13	4	11.8%		0.0%	4	11.8%	1	14.3%	7	14.6%	3	17.6%
	14	7	20.6%	1	16.7%	5	14.7%	2	28.6%	8	16.7%		0.0%
	15	5	14.7%	2	33.3%	10	29.4%	4	57.1%	9	18.8%	3	17.6%
	16	7	20.6%	3	50.0%	3	8.8%		0.0%	11	22.9%	6	35.3%
	17	5	14.7%		0.0%	9	26.5%		0.0%	6	12.5%	3	17.6%
	18	3	8.8%		0.0%	1	2.9%		0.0%	4	8.3%	2	11.8%
	19	2	5.9%		0.0%		0.0%		0.0%		0.0%		0.0%
	20+		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Sex													
	Male	32	94.1%	6	100.0%	29	85.3%	6	85.7%	41	85.4%	13	76.5%
	Female	2	5.9%		0.0%	5	14.7%	1	14.3%	7	14.6%	4	23.5%
Race													
	Black		0.0%		0.0%	4	11.8%		0.0%		0.0%		0.0%
	White	33	97.1%	5	83.3%	30	88.2%	7	100.0%	47	97.9%	16	94.1%
	Other	1	2.9%	1	16.7%		0.0%		0.0%	1	2.1%	1	5.9%
Felony Degree													
	AM/MU		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	1	6	17.6%	5	83.3%	5	14.7%	2	28.6%	9	18.8%	2	11.8%
	2	9	26.5%		0.0%	9	26.5%		0.0%	5	10.4%	1	5.9%
	3	4	11.8%		0.0%	2	5.9%	1	14.3%	6	12.5%	4	23.5%
	4	15	44.1%	1	16.7%	18	52.9%	4	57.1%	28	58.3%	10	58.8%
Totals		34		6		34		7		48			
Commitment Rate		17.6%				20.6%				35.4%			

F.Y. 1993
PROFILE OF ADJUDICATIONS AND COMMITMENTS

		CARROLL COUNTY				CHAMPAIGN COUNTY				CLARK COUNTY			
		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS	
		#	%	#	%	#	%	#	%	#	%	#	%
Age													
	under 12		0.0%		0.0%	2	4.2%		0.0%		0.0%		0.0%
	12		0.0%		0.0%	1	2.1%		0.0%	6	4.1%		0.0%
	13	3	15.0%		0.0%	2	4.2%	1	12.5%	4	2.7%		0.0%
	14	3	15.0%		0.0%	8	16.7%	1	12.5%	23	15.8%	8	15.7%
	15	5	25.0%		0.0%	9	18.8%	1	12.5%	39	26.7%	11	21.6%
	16	5	25.0%		0.0%	14	29.2%	2	25.0%	38	26.0%	19	37.3%
	17	3	15.0%	1	100.0%	12	25.0%	3	37.5%	27	18.5%	10	19.6%
	18	1	5.0%		0.0%		0.0%		0.0%	9	6.2%	3	5.9%
	19		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	20+		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Sex													
	Male	19	95.0%		0.0%	43	89.6%	8	100.0%	132	90.4%	46	90.2%
	Female	1	5.0%	1	100.0%	5	10.4%		0.0%	14	9.6%	5	9.8%
Race													
	Black		0.0%		0.0%	6	12.5%	1	12.5%	54	37.0%	27	52.9%
	White	20	100.0%	1	100.0%	42	87.5%	7	87.5%	84	57.5%	23	45.1%
	Other		0.0%		0.0%		0.0%		0.0%	8	5.5%	1	2.0%
Felony Degree													
	AM/MU		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	1	1	5.0%		0.0%	13	27.1%	1	12.5%	20	13.7%	9	17.6%
	2	2	10.0%	1	100.0%	1	2.1%		0.0%	18	12.3%	5	9.8%
	3	7	35.0%		0.0%	4	8.3%	3	37.5%	34	23.3%	14	27.5%
	4	10	50.0%		0.0%	30	62.5%	4	50.0%	74	50.7%	23	45.1%
Totals		20		1		48		8		146		51	
Commitment Rate		5.0%				16.7%				34.9%			

F.Y. 1993
PROFILE OF ADJUDICATIONS AND COMMITMENTS

		COSHOCTON COUNTY				CRAWFORD COUNTY				CUYAHOGA COUNTY			
		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS	
		#	%	#	%	#	%	#	%	#	%	#	%
Age													
	under 12	1	4.3%		0.0%	2	4.3%		0.0%	24	0.7%		0.0%
	12	1	4.3%	1	14.3%		0.0%		0.0%	74	2.2%		0.0%
	13		0.0%		0.0%	1	2.1%		0.0%	185	5.6%	18	3.4%
	14	3	13.0%	1	14.3%	7	14.9%		0.0%	445	13.4%	52	9.9%
	15	10	43.5%	3	42.9%	11	23.4%	1	20.0%	619	18.6%	116	22.1%
	16	1	4.3%		0.0%	12	25.5%	2	40.0%	736	22.1%	133	25.4%
	17	5	21.7%	1	14.3%	12	25.5%	2	40.0%	892	26.8%	164	31.3%
	18	2	8.7%	1	14.3%	2	4.3%		0.0%	325	9.8%	40	7.6%
	19		0.0%		0.0%		0.0%		0.0%	25	0.8%	1	0.2%
	20+		0.0%		0.0%		0.0%		0.0%	1	0.0%		0.0%
Sex													
	Male	21	91.3%	7	100.0%	44	93.6%	5	100.0%	2896	87.1%	484	92.4%
	Female	2	8.7%		0.0%	3	6.4%		0.0%	430	12.9%	40	7.6%
Race													
	Black	2	8.7%		0.0%	1	2.1%		0.0%	2232	67.1%	382	72.9%
	White	21	91.3%	7	100.0%	46	97.9%	5	100.0%	980	29.5%	122	23.3%
	Other		0.0%		0.0%		0.0%		0.0%	114	3.4%	20	3.8%
Felony Degree													
	AM/MU		0.0%	1	14.3%		0.0%		0.0%	21	0.6%	6	1.1%
	1	2	8.7%	1	14.3%	3	6.4%		0.0%	395	11.9%	88	16.8%
	2	2	8.7%	1	14.3%	7	14.9%		0.0%	553	16.6%	134	25.6%
	3	8	34.8%	3	42.9%	15	31.9%	4	80.0%	1294	38.9%	204	38.9%
	4	11	47.8%	1	14.3%	22	46.8%	1	20.0%	1063	32.0%	92	17.6%
Totals		23		7		47		5		3326		524	
Commitment Rate		30.4%				10.6%				15.8%			

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PROFILE OF ADJUDICATIONS AND COMMITMENTS

		ERIE COUNTY				FAIRFIELD COUNTY				FAYETTE COUNTY			
		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS	
		#	%	#	%	#	%	#	%	#	%	#	%
Age													
	under 12	3	3.9%		0.0%	3	2.8%		0.0%	4	20.0%		0.0%
	12	3	3.9%		0.0%	4	3.8%		0.0%		0.0%		0.0%
	13	3	3.9%		0.0%	9	8.5%	2	7.7%	1	5.0%		0.0%
	14	14	18.2%	4	25.0%	12	11.3%	4	15.4%	3	15.0%		0.0%
	15	15	19.5%	6	37.5%	20	18.9%	4	15.4%	2	10.0%	1	33.3%
	16	21	27.3%	5	31.3%	16	15.1%	2	7.7%	2	10.0%		0.0%
	17	16	20.8%	1	6.3%	32	30.2%	11	42.3%	8	40.0%	2	66.7%
	18	2	2.6%		0.0%	9	8.5%	3	11.5%		0.0%		0.0%
	19		0.0%		0.0%	1	0.9%		0.0%		0.0%		0.0%
	20+		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Sex													
	Male	73	94.8%	15	93.8%	94	88.7%	23	88.5%	20	100.0%	3	100.0%
	Female	4	5.2%	1	6.3%	12	11.3%	3	11.5%		0.0%		0.0%
Race													
	Black	24	31.2%	9	56.3%	1	0.9%		0.0%	2	10.0%		0.0%
	White	51	66.2%	7	43.8%	102	96.2%	25	96.2%	18	90.0%	3	100.0%
	Other	2	2.6%		0.0%	3	2.8%	1	3.8%		0.0%		0.0%
Felony Degree													
	AM/MU		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	1	13	16.9%	3	18.8%	6	5.7%	3	11.5%	1	5.0%	1	33.3%
	2	13	16.9%	1	6.3%	22	20.8%	4	15.4%	4	20.0%		0.0%
	3	15	19.5%	5	31.3%	19	17.9%	3	11.5%	4	20.0%	2	66.7%
	4	36	46.8%	7	43.8%	59	55.7%	16	61.5%	11	55.0%		0.0%
Totals		77		16		106		26		20		3	
Commitment Rate		20.8%				24.5%				15.0%			

F.Y. 1993
PROFILE OF ADJUDICATIONS AND COMMITMENTS

		GEAUGA COUNTY				GREENE COUNTY				GUERNSEY COUNTY			
		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS	
		#	%	#	%	#	%	#	%	#	%	#	%
Age													
	under 12	1	1.2%		0.0%		0.0%		0.0%	4	10.8%		0.0%
	12	1	1.2%		0.0%	3	2.1%	1	3.6%	2	5.4%		0.0%
	13	9	10.8%		0.0%	13	9.3%	2	7.1%	6	16.2%	4	57.1%
	14	13	15.7%		0.0%	24	17.1%	3	10.7%	4	10.8%	1	14.3%
	15	20	24.1%		0.0%	22	15.7%	4	14.3%	5	13.5%	1	14.3%
	16	8	9.6%	1	20.0%	33	23.6%	8	28.6%	9	24.3%		0.0%
	17	23	27.7%	3	60.0%	40	28.6%	8	28.6%	7	18.9%	1	14.3%
	18	8	9.6%	1	20.0%	5	3.6%	2	7.1%		0.0%		0.0%
	19		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	20+		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Sex													
	Male	65	78.3%	4	80.0%	129	92.1%	27	96.4%	32	86.5%	7	100.0%
	Female	18	21.7%	1	20.0%	11	7.9%	1	3.6%	5	13.5%		0.0%
Race													
	Black	4	4.8%		0.0%	16	11.4%	3	10.7%	2	5.4%	2	28.6%
	White	78	94.0%	5	100.0%	122	87.1%	25	89.3%	29	78.4%	3	42.9%
	Other	1	1.2%		0.0%	2	1.4%		0.0%	6	16.2%	2	28.6%
Felony Degree													
	AM/MU		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	1	17	20.5%	1	20.0%	13	9.3%	1	3.6%	1	2.7%	1	14.3%
	2	9	10.8%	2	40.0%	35	25.0%	7	25.0%	9	24.3%	2	28.6%
	3	17	20.5%	2	40.0%	4	2.9%	2	7.1%	1	2.7%		0.0%
	4	40	48.2%		0.0%	88	62.9%	18	64.3%	26	70.3%	4	57.1%
Totals		83		5		140		28		37		7	
Commitment Rate		6.0%				20.0%				18.9%			

F.Y. 1993
PROFILE OF ADJUDICATIONS AND COMMITMENTS

		HAMILTON COUNTY				HANCOCK COUNTY				HARDIN COUNTY			
		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS	
		#	%	#	%	#	%	#	%	#	%	#	%
Age													
	under 12	84	4.6%		0.0%	2	3.3%		0.0%	2	13.3%		0.0%
	12	102	5.6%	17	4.3%	4	6.6%		0.0%		0.0%		0.0%
	13	207	11.3%	43	10.9%	6	9.8%	2	18.2%	1	6.7%		0.0%
	14	300	16.4%	60	15.2%	10	16.4%		0.0%	3	20.0%	2	40.0%
	15	376	20.6%	98	24.7%	11	18.0%	3	27.3%	2	13.3%		0.0%
	16	359	19.7%	81	20.5%	13	21.3%	3	27.3%	1	6.7%	1	20.0%
	17	340	18.6%	88	22.2%	14	23.0%	3	27.3%	4	26.7%	2	40.0%
	18	53	2.9%	8	2.0%	1	1.6%		0.0%	2	13.3%		0.0%
	19	1	0.1%		0.0%		0.0%		0.0%		0.0%		0.0%
	20+	3	0.2%	1	0.3%		0.0%		0.0%		0.0%		0.0%
Sex													
	Male	1558	85.4%	379	95.7%	55	90.2%	9	81.8%	15	100.0%	5	100.0%
	Female	267	14.6%	17	4.3%	6	9.8%	2	18.2%		0.0%		0.0%
Race													
	Black	1087	59.6%	282	71.2%	1	1.6%	1	9.1%	1	6.7%		0.0%
	White	731	40.1%	111	28.0%	51	83.6%	6	54.5%	14	93.3%	5	100.0%
	Other	7	0.4%	3	0.8%	9	14.8%	4	36.4%		0.0%		0.0%
Felony Degree													
	AM/MU		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	1	215	11.8%	78	19.7%	5	8.2%	1	9.1%	3	20.0%		0.0%
	2	228	12.5%	58	14.6%	5	8.2%	2	18.2%	1	6.7%	1	20.0%
	3	424	23.2%	121	30.6%	10	16.4%	1	9.1%	4	26.7%	3	60.0%
	4	958	52.5%	139	35.1%	41	67.2%	7	63.6%	7	46.7%	1	20.0%
Totals		1825		398		61		11		15		5	1
Commitment Rate		21.7%				18.0%				33.3%			

F.Y. 1993
PROFILE OF ADJUDICATIONS AND COMMITMENTS

		HOCKING COUNTY				HOLMES COUNTY				HURON COUNTY			
		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS	
		#	%	#	%	#	%	#	%	#	%	#	%
Age													
	under 12	4	14.3%		0.0%		0.0%		0.0%	2	4.3%		0.0%
	12	1	3.6%		0.0%		0.0%		0.0%	1	2.2%		0.0%
	13	1	3.6%		0.0%		0.0%		0.0%		0.0%		0.0%
	14	3	10.7%		0.0%	7	53.8%	2	50.0%	9	19.6%	2	28.6%
	15	4	14.3%	1	14.3%	1	7.7%		0.0%	7	15.2%		0.0%
	16	6	21.4%	2	28.6%	3	23.1%	2	50.0%	10	21.7%	2	28.6%
	17	7	25.0%	3	42.9%	2	15.4%		0.0%	13	28.3%	2	28.6%
	18	2	7.1%	1	14.3%		0.0%		0.0%	4	8.7%	1	14.3%
	19		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	20+		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Sex													
	Male	21	75.0%	7	100.0%	11	84.6%	3	75.0%	43	93.5%	6	85.7%
	Female	7	25.0%		0.0%	2	15.4%	1	25.0%	3	6.5%	1	14.3%
Race													
	Black		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	White	27	96.4%	7	100.0%	13	100.0%	4	100.0%	45	97.8%	7	100.0%
	Other	1	3.6%		0.0%		0.0%		0.0%	1	2.2%		0.0%
Felony Degree													
	AM/MU		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	1	4	14.3%		0.0%	5	38.5%	1	25.0%	2	4.3%	2	28.6%
	2		0.0%		0.0%	2	15.4%	1	25.0%	4	8.7%	1	14.3%
	3	13	46.4%	6	85.7%	2	15.4%	1	25.0%	7	15.2%	1	14.3%
	4	11	39.3%	1	14.3%	4	30.8%	1	25.0%	33	71.7%	3	42.9%
Totals		28		7		13		4		46		7	
Commitment Rate		25.0%				30.8%				15.2%			

F.Y. 1993
PROFILE OF ADJUDICATIONS AND COMMITMENTS

		LAKE COUNTY				LAWRENCE COUNTY				LICKING COUNTY			
		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS	
		#	%	#	%	#	%	#	%	#	%	#	%
Age													
	under 12	6	5.8%		0.0%	2	2.8%		0.0%	2	1.9%		0.0%
	12	3	2.9%		0.0%	6	8.5%		0.0%	4	3.7%	1	3.8%
	13	6	5.8%		0.0%	5	7.0%		0.0%	7	6.5%		0.0%
	14	10	9.6%		0.0%	8	11.3%		0.0%	21	19.4%	6	23.1%
	15	18	17.3%	1	6.7%	5	7.0%		0.0%	21	19.4%	10	38.5%
	16	26	25.0%	3	20.0%	16	22.5%	5	71.4%	29	26.9%	5	19.2%
	17	26	25.0%	11	73.3%	23	32.4%	2	28.6%	23	21.3%	4	15.4%
	18	9	8.7%		0.0%	5	7.0%		0.0%	1	0.9%		0.0%
	19		0.0%		0.0%	1	1.4%		0.0%		0.0%		0.0%
	20+		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Sex													
	Male	96	92.3%	14	93.3%	67	94.4%	7	100.0%	93	86.1%	23	88.5%
	Female	8	7.7%	1	6.7%	4	5.6%		0.0%	15	13.9%	3	11.5%
Race													
	Black	8	7.7%	3	20.0%	12	16.9%	2	28.6%	10	9.3%		0.0%
	White	95	91.3%	12	80.0%	59	83.1%	5	71.4%	94	87.0%	25	96.2%
	Other	1	1.0%		0.0%		0.0%		0.0%	4	3.7%	1	3.8%
Felony Degree													
	AM/MU	1	1.0%	1	6.7%		0.0%		0.0%		0.0%		0.0%
	1	5	4.8%	2	13.3%	6	8.5%		0.0%	12	11.1%	2	7.7%
	2	11	10.6%	1	6.7%	10	14.1%	3	42.9%	19	17.6%	5	19.2%
	3	29	27.9%	8	53.3%	12	16.9%	1	14.3%	15	13.9%	8	30.8%
	4	58	55.8%	3	20.0%	43	60.6%	3	42.9%	62	57.4%	11	42.3%
Totals		104		15		71		7		108		26	
Commitment Rate		14.4%				9.9%				24.1%			

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PROFILE OF ADJUDICATIONS AND COMMITMENTS

		MADISON COUNTY				MAHONING COUNTY				MARION COUNTY			
		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS	
		#	%	#	%	#	%	#	%	#	%	#	%
Age													
	under 12	2	10.0%		0.0%	6	2.3%		0.0%	8	8.4%		0.0%
	12	2	10.0%	1	12.5%	4	1.5%		0.0%	4	4.2%		0.0%
	13		0.0%		0.0%	14	5.4%	3	4.7%	7	7.4%		0.0%
	14	2	10.0%		0.0%	47	18.0%	10	15.6%	14	14.7%	1	20.0%
	15	3	15.0%	2	25.0%	66	25.3%	12	18.8%	15	15.8%		0.0%
	16	5	25.0%	3	37.5%	52	19.9%	20	31.3%	18	18.9%	2	40.0%
	17	5	25.0%	2	25.0%	58	22.2%	14	21.9%	26	27.4%	2	40.0%
	18	1	5.0%		0.0%	14	5.4%	5	7.8%	3	3.2%		0.0%
	19		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	20+		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Sex													
	Male	15	75.0%	7	87.5%	250	95.8%	62	96.9%	81	85.3%	5	100.0%
	Female	5	25.0%	1	12.5%	11	4.2%	2	3.1%	14	14.7%		0.0%
Race													
	Black	4	20.0%	2	25.0%	190	72.8%	53	82.8%	9	9.5%		0.0%
	White	16	80.0%	6	75.0%	66	25.3%	8	12.5%	84	88.4%	4	80.0%
	Other		0.0%		0.0%	5	1.9%	3	4.7%	2	2.1%	1	20.0%
Felony Degree													
	AM/MU		0.0%		0.0%	2	0.8%	2	3.1%		0.0%		0.0%
	1		0.0%		0.0%	41	15.7%	20	31.3%	9	9.5%		0.0%
	2	4	20.0%	1	12.5%	26	10.0%	5	7.8%	22	23.2%		0.0%
	3	5	25.0%	4	50.0%	103	39.5%	18	28.1%	6	6.3%		0.0%
	4	11	55.0%	3	37.5%	89	34.1%	19	29.7%	58	61.1%	5	100.0%
Totals		20		8		261		64		95		5	
Commitment Rate		40.0%				24.5%				5.3%			

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PROFILE OF ADJUDICATIONS AND COMMITMENTS

		MIAMI COUNTY				MONROE COUNTY				MONTGOMERY COUNTY			
		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS	
		#	%	#	%	#	%	#	%	#	%	#	%
Age													
	under 12	3	3.1%		0.0%		0.0%		0.0%	10	1.2%		0.0%
	12	8	8.3%		0.0%		0.0%		0.0%	23	2.8%	3	2.0%
	13	10	10.4%		0.0%		0.0%		0.0%	58	7.1%	6	4.0%
	14	18	18.8%	3	27.3%		0.0%		0.0%	127	15.5%	16	10.6%
	15	20	20.8%	2	18.2%	1	33.3%		0.0%	174	21.2%	31	20.5%
	16	13	13.5%	3	27.3%	1	33.3%	1	100.0%	216	26.3%	47	31.1%
	17	20	20.8%	3	27.3%	1	33.3%		0.0%	196	23.8%	46	30.5%
	18	4	4.2%		0.0%		0.0%		0.0%	17	2.1%	2	1.3%
	19		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	20+		0.0%		0.0%		0.0%		0.0%	1	0.1%		0.0%
Sex													
	Male	82	85.4%	11	100.0%	3	100.0%	1	100.0%	719	87.5%	133	88.1%
	Female	14	14.6%		0.0%		0.0%		0.0%	103	12.5%	18	11.9%
Race													
	Black	5	5.2%	1	9.1%		0.0%		0.0%	405	49.3%	101	66.9%
	White	83	86.5%	10	90.9%	3	100.0%	1	100.0%	417	50.7%	49	32.5%
	Other	8	8.3%		0.0%		0.0%		0.0%		0.0%	1	0.7%
Felony Degree													
	AM/MU		0.0%		0.0%		0.0%		0.0%	6	0.7%	2	1.3%
	1	14	14.6%	4	36.4%		0.0%		0.0%	74	9.0%	24	15.9%
	2	13	13.5%	2	18.2%	1	33.3%	1	100.0%	98	11.9%	17	11.8%
	3	21	21.9%	4	36.4%		0.0%		0.0%	297	36.1%	74	49.0%
	4	48	50.0%	1	9.1%	2	66.7%		0.0%	347	42.2%	34	22.5%
Totals		96		11		3		1		822		151	
Commitment Rate		11.5%				33.3%				18.4%			

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PROFILE OF ADJUDICATIONS AND COMMITMENTS

		NOBLE COUNTY				OTTAWA COUNTY				PAULDING COUNTY			
		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS	
		#	%	#	%	#	%	#	%	#	%	#	%
Age													
	under 12		0.0%		0.0%	1	3.3%		0.0%	3	10.7%		0.0%
	12		0.0%		0.0%	1	3.3%		0.0%	1	3.6%		0.0%
	13		0.0%		0.0%	5	16.7%		0.0%	3	10.7%		0.0%
	14	2	40.0%	1	100.0%	4	13.3%		0.0%	3	10.7%		0.0%
	15		0.0%		0.0%	7	23.3%	1	14.3%	5	17.9%		0.0%
	16	1	20.0%		0.0%	5	16.7%	1	14.3%	7	25.0%	2	33.3%
	17	1	20.0%		0.0%	7	23.3%	5	71.4%	6	21.4%	4	66.7%
	18	1	20.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	19		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	20+		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Sex													
	Male	5	100.0%	1	100.0%	29	96.7%	7	100.0%	24	85.7%	5	83.3%
	Female		0.0%		0.0%	1	3.3%		0.0%	4	14.3%	1	16.7%
Race													
	Black		0.0%		0.0%	2	6.7%	1	14.3%		0.0%		0.0%
	White	5	100.0%	1	100.0%	21	70.0%	6	85.7%	25	89.3%	5	83.3%
	Other		0.0%		0.0%	7	23.3%		0.0%	3	10.7%	1	16.7%
Felony Degree													
	AM/MU		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	1	1	20.0%		0.0%	2	6.7%		0.0%	7	25.0%		0.0%
	2		0.0%		0.0%	2	6.7%	2	28.6%	4	14.3%		0.0%
	3	3	60.0%	1	100.0%	9	30.0%	3	42.9%	4	14.3%	2	33.3%
	4	1	20.0%		0.0%	17	56.7%	2	28.6%	13	46.4%	4	66.7%
Totals		5		1		30		7		28		6	
Commitment Rate		20.0%				23.3%				21.4%			

F.Y. 1993
PROFILE OF ADJUDICATIONS AND COMMITMENTS

		RICHLAND COUNTY				ROSS COUNTY				SANDUSKY COUNTY			
		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS	
		#	%	#	%	#	%	#	%	#	%	#	%
Age													
	under 12	4	2.6%		0.0%	5	11.1%		0.0%	2	4.5%		0.0%
	12	5	3.2%		0.0%	3	6.7%		0.0%	2	4.5%		0.0%
	13	13	8.4%		0.0%	3	6.7%		0.0%	5	11.4%		0.0%
	14	29	18.8%	5	14.3%	3	6.7%		0.0%	8	18.2%	1	14.3%
	15	28	18.2%	5	14.3%	4	8.9%		0.0%	8	18.2%		0.0%
	16	30	19.5%	13	37.1%	9	20.0%		0.0%	10	22.7%	3	42.9%
	17	30	19.5%	11	31.4%	18	40.0%	2	100.0%	8	18.2%	3	42.9%
	18	15	9.7%	1	2.9%		0.0%		0.0%	1	2.3%		0.0%
	19		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	20+		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Sex													
	Male	129	83.8%	32	91.4%	37	82.2%	2	100.0%	42	95.5%	6	85.7%
	Female	25	16.2%	3	8.6%	8	17.8%		0.0%	2	4.5%	1	14.3%
Race													
	Black	49	31.8%	15	42.9%	6	13.3%		0.0%	2	4.5%	1	14.3%
	White	104	67.5%	20	57.1%	39	86.7%	2	100.0%	38	86.4%	5	71.4%
	Other	1	0.6%		0.0%		0.0%		0.0%	4	9.1%	1	14.3%
Felony Degree													
	AM/MU		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	1	11	7.1%	5	14.3%	2	4.4%	1	50.0%	3	6.8%	1	14.3%
	2	11	7.1%	1	2.9%	8	17.8%	1	50.0%	7	15.9%		0.0%
	3	44	28.6%	11	31.4%	10	22.2%		0.0%	5	11.4%	2	28.6%
	4	88	57.1%	18	51.4%	25	55.6%		0.0%	29	65.9%	4	57.1%
Totals		154		35		45		2		44		8	
Commitment Rate		22.7%				4.4%				15.9%			

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PROFILE OF ADJUDICATIONS AND COMMITMENTS

		STARK COUNTY				SUMMIT COUNTY				TRUMBULL COUNTY			
		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS	
		#	%	#	%	#	%	#	%	#	%	#	%
Age													
	under 12	2	0.7%		0.0%	19	2.3%		0.0%	1	0.5%		0.0%
	12	6	2.2%		0.0%	30	3.6%	1	0.5%	9	4.2%		0.0%
	13	12	4.5%	1	1.5%	81	9.8%	12	5.7%	17	8.0%	2	4.0%
	14	37	13.8%	5	7.6%	137	16.6%	32	15.2%	26	12.3%	5	10.0%
	15	50	18.6%	8	12.1%	159	19.2%	56	26.5%	43	20.3%	11	22.0%
	16	66	24.5%	16	24.2%	186	22.5%	45	21.3%	43	20.3%	12	24.0%
	17	83	30.9%	33	50.0%	187	22.6%	63	29.9%	53	25.0%	17	34.0%
	18	12	4.5%	3	4.5%	28	3.4%	2	0.9%	20	9.4%	3	6.0%
	19		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	20+	1	0.4%		0.0%		0.0%		0.0%		0.0%		0.0%
Sex													
	Male	235	87.4%	63	95.5%	732	88.5%	197	93.4%	196	92.5%	49	98.0%
	Female	34	12.6%	3	4.5%	95	11.5%	14	6.6%	16	7.5%	1	2.0%
Race													
	Black	76	28.3%	30	45.5%	417	50.4%	138	65.4%	80	37.7%	27	54.0%
	White	186	69.1%	31	47.0%	404	48.9%	71	33.6%	131	61.8%	23	46.0%
	Other	7	2.6%	5	7.6%	6	0.7%	2	0.9%	1	0.5%		0.0%
Felony Degree													
	AM/MU	1	0.4%		0.0%	3	0.4%	1	0.5%	2	0.9%	2	4.0%
	1	29	10.8%	12	18.2%	130	15.7%	32	15.2%	22	10.4%	6	12.0%
	2	35	13.0%	11	16.7%	118	14.3%	24	11.4%	38	17.9%	10	20.0%
	3	39	14.5%	14	21.2%	276	33.4%	86	40.8%	47	22.2%	12	24.0%
	4	165	61.3%	29	43.9%	300	36.3%	68	32.2%	103	48.6%	20	40.0%
Totals		269		66		827		211		212		50	
Commitment Rate		24.5%				25.5%				23.6%			

F.Y. 1993
PROFILE OF ADJUDICATIONS AND COMMITMENTS

		TUSCARAWAS COUNTY				UNION COUNTY				VAN WERT COUNTY			
		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS	
		#	%	#	%	#	%	#	%	#	%	#	%
Age													
	under 12	1	1.4%		0.0%	1	3.6%		0.0%	1	2.2%		0.0%
	12	2	2.9%		0.0%	4	14.3%		0.0%		0.0%		0.0%
	13	2	2.9%		0.0%		0.0%		0.0%	6	13.3%		0.0%
	14	12	17.1%	2	16.7%	4	14.3%	2	28.6%	5	11.1%	2	25.0%
	15	18	25.7%	1	8.3%	3	10.7%	1	14.3%	7	15.6%	2	25.0%
	16	19	27.1%	3	25.0%	6	21.4%	3	42.9%	8	17.8%	2	25.0%
	17	15	21.4%	5	41.7%	9	32.1%	1	14.3%	14	31.1%	2	25.0%
	18	1	1.4%	1	8.3%	1	3.6%		0.0%	4	8.9%		0.0%
	19		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	20+		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Sex													
	Male	58	82.9%	12	100.0%	27	96.4%	7	100.0%	43	95.6%	7	87.5%
	Female	12	17.1%		0.0%	1	3.6%		0.0%	2	4.4%	1	12.5%
Race													
	Black	2	2.9%	2	16.7%		0.0%		0.0%	4	8.9%		0.0%
	White	68	97.1%	10	83.3%	27	96.4%	6	85.7%	38	84.4%	6	75.0%
	Other		0.0%		0.0%	1	3.6%	1	14.3%	3	6.7%	2	25.0%
Felony Degree													
	AM/MU		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	1	10	14.3%	4	33.3%	2	7.1%		0.0%	8	17.8%	1	12.5%
	2	2	2.9%		0.0%	3	10.7%	2	28.6%	1	2.2%		0.0%
	3	4	5.7%	1	8.3%	2	7.1%		0.0%	8	17.8%	3	37.5%
	4	54	77.1%	7	58.3%	21	75.0%	5	71.4%	28	62.2%	4	50.0%
Totals		70		12		28		7		45		8	
Commitment Rate		17.1%				25.0%				17.8%			

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PROFILE OF ADJUDICATIONS AND COMMITMENTS

		WAYNE COUNTY				WILLIAMS COUNTY				WOOD COUNTY			
		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS		ADJUDICATIONS		COMMITMENTS	
		#	%	#	%	#	%	#	%	#	%	#	%
Age													
	under 12		0.0%		0.0%	2	4.0%		0.0%	3	3.4%		0.0%
	12	1	2.0%	1	7.7%		0.0%		0.0%	3	3.4%		0.0%
	13	4	7.8%	1	7.7%	8	16.0%	1	8.3%	7	8.0%	1	6.7%
	14	11	21.6%	3	23.1%	12	24.0%	3	25.0%	15	17.2%	2	13.3%
	15	10	19.6%	3	23.1%	9	18.0%	3	25.0%	10	11.5%	1	6.7%
	16	8	15.7%	2	15.4%	7	14.0%	3	25.0%	20	23.0%	4	26.7%
	17	16	31.4%	3	23.1%	11	22.0%	2	16.7%	23	26.4%	5	33.3%
	18	1	2.0%		0.0%	1	2.0%		0.0%	4	4.6%	2	13.3%
	19		0.0%		0.0%		0.0%		0.0%	2	2.3%		0.0%
	20+		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Sex													
	Male	50	98.0%	13	100.0%	43	86.0%	11	91.7%	76	87.4%	15	100.0%
	Female	1	2.0%		0.0%	7	14.0%	1	8.3%	11	12.6%		0.0%
Race													
	Black	5	9.8%	1	7.7%	2	4.0%	1	8.3%	1	1.1%		0.0%
	White	45	88.2%	12	92.3%	44	88.0%	8	66.7%	85	97.7%	14	93.3%
	Other	1	2.0%		0.0%	4	8.0%	3	25.0%	1	1.1%	1	6.7%
Felony Degree													
	AM/MU		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	1	3	5.9%	2	15.4%	2	4.0%	1	8.3%	5	5.7%		0.0%
	2	11	21.6%	2	15.4%	9	18.0%	1	8.3%	5	5.7%	1	6.7%
	3	11	21.6%	6	46.2%	11	22.0%	4	33.3%	26	29.9%	7	46.7%
	4	26	51.0%	3	23.1%	28	56.0%	6	50.0%	51	58.6%	7	46.7%
Totals		51		13		50		12		87		15	
Commitment Rate		25.5%				24.0%				17.2%			

APPENDIX II

THE AGAPE MINISTRY PROJECT

THE AGAPE MINISTRY PROJECT

Introduction:

A. Activating Event
   - o Environment
   - o Daily Events
   - o No Control

B. Belief
   - o What do we believe
   - o What does it mean
   - o Interpretation
   - o Self-talk

C. Consequence
   - o Negative consequence
   - o Emotional
   - o Behavioral problem

D. Dispute
   - o Negative belief
   - o Godly belief
   - o Positive thinking

E. Evaluation
   - o Review above steps

OTHER ACTIVITIES

1. Basketball team which will compete with other churches
2. Softball team which will compete with other churches
3. Self-esteem classes
4. Improving communication skills
5. Sewing classes
6. Modeling classes and style show
7. Aerobics classes
8. Learning proper etiquette for church or in public
9. Systematic training for effective parenting
10. Talent show to be put on by the project participants
11. Pot lucks to be held at the church

#1 Revised-FEB 91

TOPIC: Rational and Irrational Beliefs

PURPOSE: To provide an opportunity to examine the beliefs they have about other people and how this affects their behavior.

EXERCISE: Who would you tell
Beliefs that Build Brick Walls

EQUIMENT: "Who would you tell" questions
Large sheet of paper for graph
Brick Wall handouts

INSTRUCTIONS: Part 1 - Who would you tell?

Columns are labeled for each category (Friend, Stranger, Boyfriend/Girlfriend, Self, Parent, Therapist).

Leaders choose 6-8 questions from the list and group members who they would trust MOST with that information. Leaders fill in how many choose each category. Group discusses reasons for their choices.

What kinds of things were most people most trusting with? What things do we typically share with strangers? acquaintances? friends? loved ones? no me? Who are the most private people in the group? least private?

What characteristics of the person (envelope) allowed you to share this information with them? What beliefs do you have about these people? How can negative beliefs we have prevent us from sharing information with people or asking for help?

Part 2 - Wall Building Cognitions

Discuss how beliefs can be irrational. (They may or may not be true, they may be generalizations)

Negative or irrational beliefs we have about ourselves and others may prevent us from moving forward, feeling better or asking for help if we need it.

Label "Brick Wall" hand out with Parent, Friends, Teachers and Self. (It is helpful for leaders to have a handout already filled in for and example.) If members finish filling in the handouts, the group may discuss what each member put on their wall.

Explain that this handout will be used next group when we discuss how to combat irrational beliefs.

#2

10

Refuting Irrational Ideas

"Man is not disturbed by events, but by the view he takes of them."

-Epictetus

Almost every minute of your conscious life you are engaging in self-talk, your internal thought language. These are the sentences with which you describe and interpret the world. If the self-talk is accurate and in touch with reality, you function well. If it is irrational and untrue, then you experience stress and emotional disturbance. This sentence is an example of irrational self-talk: "I can't bear to be alone." No physically healthy person has ever died merely from being alone. Being alone may be uncomfortable, undesirable and frustrating, but you can live with it, and live through it.

More irrational self-talk: "I should never be cruel to my wife. If I am, I know I'm a rotten person." The words "should never" allow no possibility of flaw or failure. When the inevitable fight occurs, you indict yourself as entirely rotten-all on the basis of a single incident.

Irrational ideas may be based on outright misperceptions ("This person probably won't like me." "When the airplane's wing shakes, I know it's going to fall off.") or perfectionistic shoulds, oughts and musts ("I ought to keep quiet rather than upset anyone.") Inaccurate self-talk such as "I need love" is emotionally dangerous compared to the more realistic "I want love very much, but I don't absolutely need it, and can survive and feel reasonably happy without it." "How terrible to be rejected" is fear-producing in comparison to "I find it unpleasant and momentarily awkward, and feel regretful when I am rejected." Imperatives such as "I've got to be more helpful around the house" can be converted to more rational statements, such as "There would probably be more peace and compatibility if I did a greater share of the work."

Albert Ellis developed a system to attack irrational ideas or beliefs, and replace them with realistic statements about the world. He called his system Rational Emotive Therapy and introduced it first in *A Guide to Rational Living* with co-author Harper in 1961. Ellis' basic thesis is that emotions have nothing to do with actual events. In between the event and the emotion is realistic or unrealistic self-talk. It is the self-talk that produces the emotions. Your own thoughts, directed and controlled by you, are what create anxiety, anger and depression. The following chart shows how it works.

#3 12/90

Topic: Rational and Irrational Beliefs

PURPOSE: To provide an opportunity for participants to examine what they think other people feel and believe about them and how this determines subsequent behavior.

EXERCISE: Beliefs that Build Brick Walls

EQUIPMENT: Brick wall handout
Markers
One brick wall poster to hang up

DIRECTIONS: Review personal shields stressing actions that keep other people away.
Introduce the concept that beliefs, like actions, can keep people away.
Model sme examples of negative beliefs about parents. teachers. staff. friends
i.e. "Teachers only like the smart kids."
"Parents don't understand anything."
Explore the effect of those beliefs on behavior and choices i.e. not asking for help from teachers, not talking to parents
Consider alternate beliefs
"The teacher is here to help all of us. I need help so I will ask him or her."
"My parents want to understand. I'm going to try to talk to them."
Open discussion to the group and fill out wall chart together.
Participants can put beliefs that they have on their individual hand outs.

DISCUSSION QUESTIONS:
Are negative beliefs more likely to be true than positive ones?
What effects do negative beliefs have on the choices you make?
What effects do positive beliefs have on the choices you make?
Where do our beliefs about what. other people think and feel come from?
(Contrast experiences with the particular person in question that results in conclusions about that person--vs--experiences with other people in the past projected onto people in present.

Revised Feb. 1991

TOPIC: TRUST II

PURPOSE:

To Facilitate trust in patients by exposing them to a random variety of situations involving risk taking on several levels.

EXERCISE: Monopoly

EQUIPMENT: Slips of paper with questions
Monopoly money

DIRECTIONS: Members each write a definition of trust or an element of trust. Group forms a definition of trust.

First player picks a card and reads it aloud. Those who wish to respond, raise their hand and give a reason why he/she should be chosen by the first player to do the activity with him/her. Each player that responds gets one dollar. Player chosen receives $5.00 and player "me" receives $10.00 for doing the activity.

Player 2 starts the next round until everyone has had a turn.

If a child has made an effort to participate and has not been chosen, a peer can help by giving other possible leads. The helper will receive $1.00 if peer is chosen due to helper's leads.

CLOSING ACTIVITY: A. Discussion questions:
Who was most trusted?
Why were certain people trusted or not trusted?
Are there people that are not trusted? Why?

(optional) B. Question for drawing:
What factors must exist in a relationship in order to have trust?

#5

WHO WOULD YOU TRUST QUESTIONS

1. Who would you talk to about what you spend your money on?
2. Who would you talk to about the story of first love?
3. Who would you talk to about what you dislike about your best friend?
4. Who would you talk to about your pet likes and dislikes?
5. Who would you talk to if you cheated on a test?
6. Who would you talk to about your inner most desires?
7. Who would you talk to about your personal problem?
8. Who would you talk to about your health problems?
9. Who would you talk to about considering suicide?
10. Who would you talk to about the major problem in your family?
11. Who would you talk to about smoking?
12. Who would you talk to if you slapped someone?
13. Who would you talk to about how much you weigh?
14. Who would you talk to about the exact cost of your new shoes?
15. Who would you talk to about what you cried about the last time?
16. Who would you talk to when you are experiencing strong jealously?
17. Who would you talk to if you are afraid of the dark?
18. Who would you talk to about what you had for supper last night?
19. Who would you talk to about your dislike with some part of your body?
20. Who would you talk to about your grades?

21. Who would you talk to about a boy/girl?

22. Who would you talk to if you had stolen money?

23. Who would you talk to ask directions if you were lost?

24. Who would you talk to if you were really good at something.

25. Who would you talk to about a scary dream?

27. Who would you talk to about seeing something you should not have seen?

28. Who would you talk to about one doing something mean to an animal?

29. Who would you talk to about your goals in life, career, children, etc.?

30. Who would you talk to about having seen a psychiatrist or therapist?

31. Who would you talk to about dating someone other than your boy/girlfriend?

32. Who would you talk to about you or a member of your family being in jail?

33. Who would you talk to about your favorite thing to do when you are alone?

34. Who would you talk to about your religious beliefs?

35. Who would you talk to about the last movie you saw?

#6 Revised FEB 1991

TOPIC: Wall Building Cognitions

PURPOSE: To identify wall building cognitions and how these cognitions undermine what we are able to do. To discuss ways to replace negative thoughts with more positive ones and to practice this process by using role plays.

EXERCISE: Role Plays

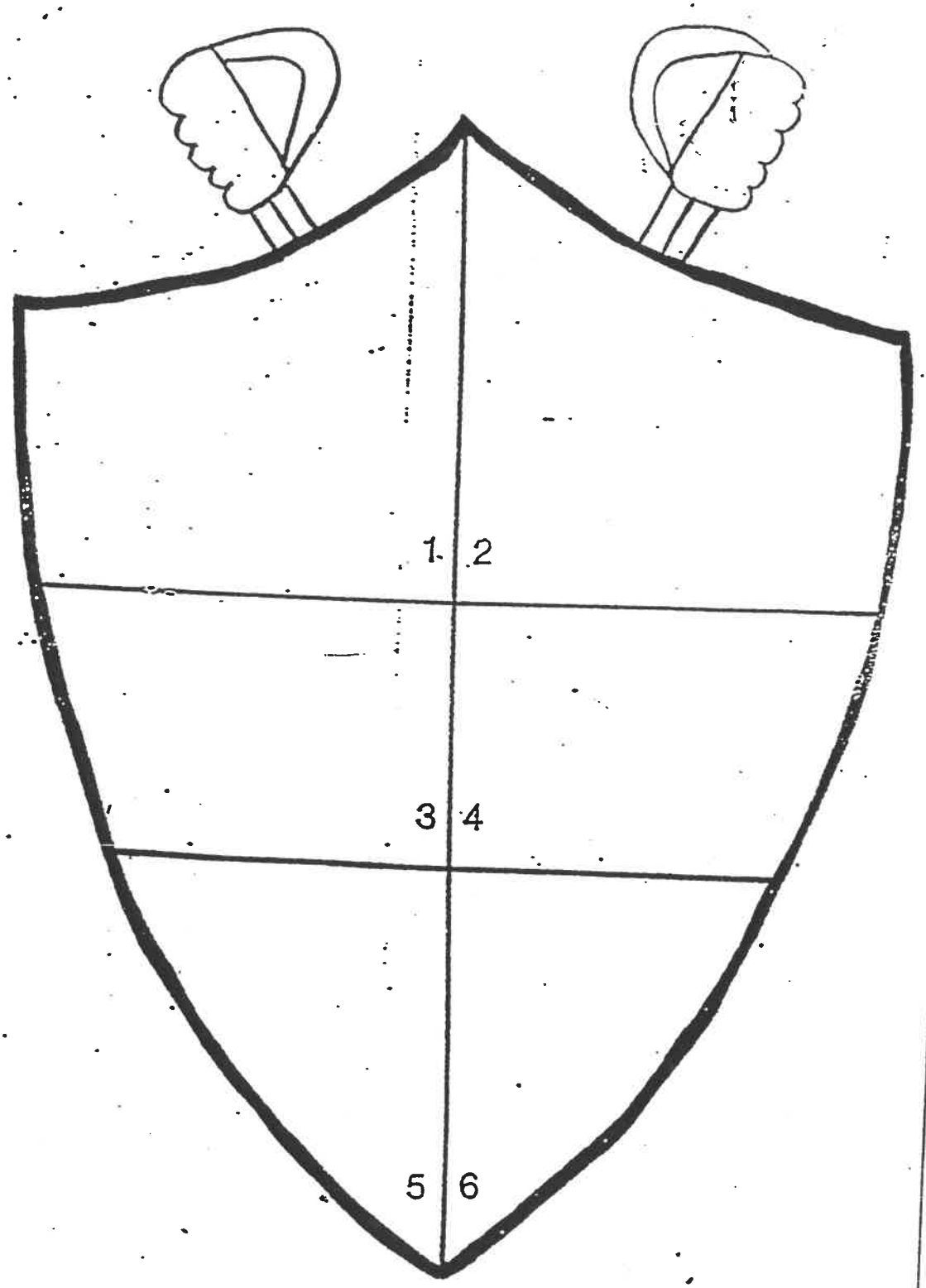
EQUIPMENT: List of role plays, sheets from previous group with bricks that list wall building cognitions. .

Part I - Discuss wall building cognitions that were identified in the previous group. Add any new cognitions that were not listed last time. Ask group to discuss how these thoughts may be there to protect us but they can also undermine what we are able to do.

Part II - Introduce the activity by explaining that we are going to practice ways to stop the negative cognitions by role playing common situations. This will involve 3 people; first person will be in the given situation and will say aloud what negative cognitions they are having, second person will be in the role play for the first persons to interact with, the third person will stand behind the first to help stop the negative cognitions and provide an alternative thought. Group leaders should go first to model the activity. Each group member should have a chance to play each of the different roles.

EXAMPLE:

1. Person one raises hand to ask a question in class.
2. Person playing the teacher looks disapproving toward person 1.
3. Person one says cognition aloud: "Teachers are too busy to me.
4. Person standing behind taps shoulder and says STOP then provides an alternative thought: "Teachers are here to help. I need help, so I should ask."
5. Person standing behind can ask other group members to assist by whispering a suggestion to him or her.
6. Role play can continue with other negative cognitions that person one may be able to provide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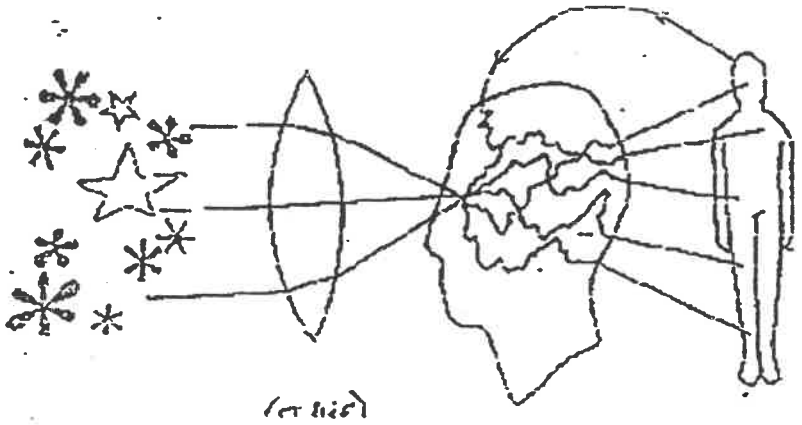


Environmental Events | *Cognitions, Perceptions (Sensory Input)* | *Interpretation, Self-Talk (Irrational Ideas)* | *Emotional-Physical System*

Example

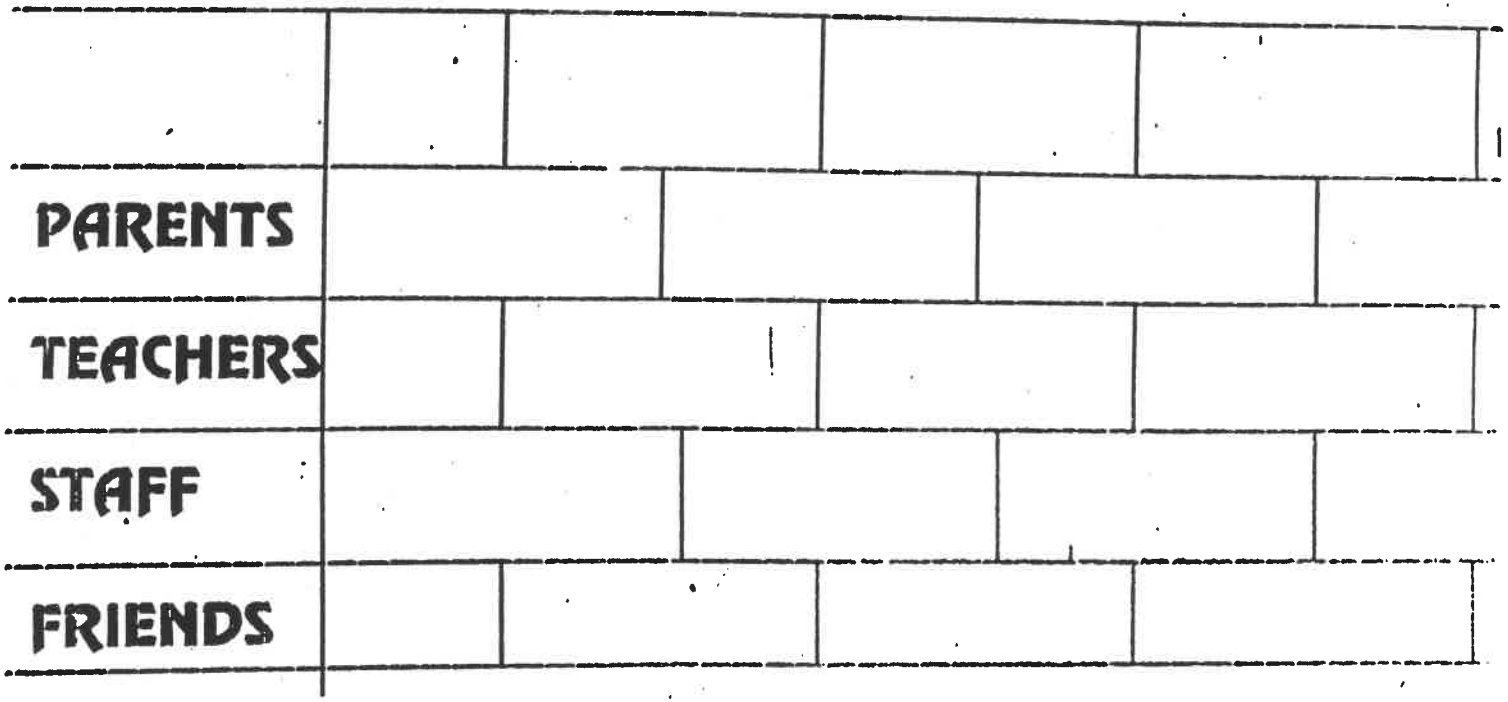
A. Facts and events.
A mechanic replaces a fuel pump he honestly believed was malfunctioning, but the car's performance doesn't improve. The customer is very upset and demands that he put the old fuel pump back.

B. Mechanic's self-talk
"He's just a grouch-nothing would please him."
"Why the hell do I get all the tough jobs?"
"I ought to have figured this out by now."
"I'm not much of a mechanic."

C. Emotions
Anger and resentment
Depression

The mechanic may later say to himself, "That guy really made me mad." But it is not the customer or anything that the customer has done which produces the anger-it is the mechanic's own self-talk, his interpretation of reality. This irrational self-talk can be changed, and the stressful emotions changed with it.

BELIEFS THAT BUILD WALLS



ROLE PLAYS:

1) Introducing yourself to a peer
2) Raising your hand in class to ask a question
3) Being approached by the teacher about your mistake-ridden math homework
4) Asking someone to be your partner for a school project
5) Calling a friend to go to a movie
6) Asking a teacher for help
7) Asking your roommate to turn her radio down
8) Friend asks you to play basketball after school but you don't know how
9) Staff wants to talk to you about the quality of your ITG
10) Taking a history test

Discussion: Which were more difficult positive or negative?
In what other situations might we want to use what we have practiced today?
How can this process be helpful?

9. Would you prefer a
   a) cat
   b) dog
   c) fish

10. If peers were doing something you felt was dangerous, would you
    a) join in
    b) go home
    c) try to stop them

11. Would you rather live
    a) in the city
    b) on a farm
    c) in the suburbs

12. What is your favorite school subject
    a) math
    b) English
    c) science

13) If you found $10.00 would you spend it on
    a) entertainment
    b) clothes
    c) save it

14) Would you rather
    a) play softball
    b) work on an art project
    c) go fishing

15) When you are at a party are you more likely to
    a) stand quietly and wait for others to approach you
    b) be talkative and rowdy

16) Do you prefer
    a) lots of friends
    b) a few close friends

17) What would you say are you two most likable qualities?

18) You lend a friend $5.00 and the friend hasn't mentioned it for a month Do you
    a) remind your friend
    b) forget about it
    c) bring it up during an argument
    d) take it back when the friend doesn't know it

19) You believe a friend has a drug problem. Do you
    a) respect your friend's right to do what he.she wants, and.let it run its course
    b) encourage your friend to get help

20) Would you have a close friend who is not the same race as you?

21) What's your favorite music group?

22) What do you like most in a friend
   a) that they do fun things with you
   b) that they listen to you
   c) that they spend time with you

23) A close friend you really like becomes unpopular at school because he/she told on someone smoking in the bathroom. Do you
   a) continue to be friends with your friend when you are not around other kids
   b) continue to be friends with your friend all the time
   c) became angry with your friend because of what he/she did to your relationship

24) Your best friend seems to be spending a lot of time with another person. Do you
   a) try to get to know the other person too
   b) try to find another best friend because this one is apparently not interested
   c) tell you friend you are hurt, and would appreciate more time spent with you.

25) Rate yourself on these traits

a)	shy	yes	no	a little
b)	outgoing	yes	no	a little
c)	like yourself the way you are	yes	no	a little
d)	patient	yes	no	a little

26) What is your favorite season?

27) What is your favorite food?

28) What famous person do you admire most?

What kind of animal would you like to be and where would you live?

Say something to one member of the group that you think he/she will enjoy hearing.

What kind of TV commercial would you like to make?

What do you think about ghosts?

Describe the best teacher you ever had.

Act out what you would do if you found you had magic powers.

You're playing in the playground and you see your worst enemy fall down and hurt himself. Act out what you would do.

If you were on TV, what would you do? Make believe you're doing that now.

Make believe you're doing a good thing.

What do you think your friends say about you when you are not around?

What is your favorite song?

Tell about a time when you were frightened.

When was the last time you cried? Why?

What talent do you wish you had? Why?

Share something that you fear?

Share one of the happiest days of your life.

What is the most sentimental possession that you have?

Do you ever feel lonely? When?

What is something you can do well?

Tell about something that made you feel proud.

What kind of trophy would you like to win?

What do you like most about yourself?

What age would you like to be and why?

What qualities do you look for in a friend?

How would you describe peace?

Breathe in and out five times without spitting.

Make believe you're doing a sneaky thing.

You're standing in line to buy something and a child pushes in front of you. Show what you would do.

Make believe you're speaking to someone on the phone. Who are you speaking to? What are you saying?

What do you do very well? Make believe you are doing that thing?

With your finger draw a circle in the air.

Act like you are a clown in the circus.

What is something you could say that could help a person feel good?

Dance around the room.

Finish the sentence:
"What the world needs now_____.
Tell Why.

Talk about a time you were very irritated.

What is the best advice you ever received?

From whom would you like to receive a phone call?

Complete this statement:
Love is _____.

What TV or movie star would you like to invite to your birthday party?

If you were a doctor, what ailment would you like to cure? Why?

What is your favorite time of the year and why do you like it?

What do you want to be doing in 10 years?

How would you change the world to make it better, if you had enough power?

What would you do if you found $1,000 in a vacant lot?

If you were lost in the woods and it got dark, what would you do?

What is one of your hobbies?

What is one of the smartest things a person can do? Why?

What kind of people are the luckiest people in the world?

If you received $5,000 as a gift, how would you spend it?

What would you like to do to become famous?

Describe how you behave when you become angry?

What is your favorite sport and why do you like it?

If you could take 3 people with you on a trip around the world, who would you take?

Poke yourself in the ribs.

If you could have been someone in history, who would you have been.

What feelings do you have the most trouble expressing?

Name three things that could cause a person to be happy.

Name two of your good habits.

What present would you like to get for your next birthday? Why?

If you wrote a book about yourself what title would you give it?

Of all the places in the world, where would you like to live the most? Why?

(A-13)
LIVING WITH/RELATIONSHIP

01	Parents
02	Mother
03	Stepfather
04	Stepmother
05	Brother or Stepbrother
06	Sister or Stepsister
07	Aunt
08	Uncle/Aunt and Uncle
09	Grandparents Maternal
10	Grandparents Paternal
11	Spouse/Other Relative
12	Foster Parents
13	Guardian
14	Independent
15	No Information
16	Father
17	Father and Stepmother
18	Mother and Stepfather
19	Group Home
20	Boarding Home
21	Public Institution
22	Stepfather and Stepmother

APPENDIX III

THE CARSON PSYCHOLOGICAL POST TEST

CPS

by
Kenneth A. Carlson, Ph.D.

NAME: _____

AGE: _____

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INSTRUCTIONS: Put an X for the one correct answer to each question.

	COMMENTS
1. I drink alcohol: 1) _____ never 2) _____ once in awhile 3) _____ about once a week 4) _____ more than once a week 5) _____ all the time	
2. My thinking is: 1) _____ good, straight 2) _____ good, but a little mixed-up 3) _____ mixed-up but I can do O.K. 4) _____ mixed-up 5) _____ my head is all mixed-up	
3. I trust: 1) _____ everyone 2) _____ most people 3) _____ some people but not others 4) _____ only my best friends 5) _____ no one	
4. My life is: 1) _____ very interesting 2) _____ interesting 3) _____ both interesting and dull 4) _____ dull 5) _____ always boring and dull	

	COMMENTS
5. I feel: 1) _____ O.K. 2) _____ a little down, but O.K. 3) _____ sad some of the time 4) _____ sad a lot of the time 5) _____ really sad and depressed	
6. I would use a weapon to rob someone: 1) _____ never 2) _____ almost never 3) _____ maybe 4) _____ would do it 5) _____ have done it and would do it again	
7. I have used drugs: 1) _____ never 2) _____ once or twice 3) _____ some of the time 4) _____ most of the time 5) _____ all the time	
8. I see or hear things that are not there: 1) _____ never 2) _____ once or twice 3) _____ more than once or twice 4) _____ often 5) _____ many times	

	COMMENTS
9. I have told others off: 1) _____ never 2) _____ once or twice 3) _____ more than once or twice 4) _____ often 5) _____ many times	
10. I think my future will be: 1) _____ very good 2) _____ pretty good 3) _____ not too bad 4) _____ bad 5) _____ nothing ever went right and nothing ever will	
11. I speak English and: 1) _____ no other languages 2) _____ 1 or 2 other languages 3) _____ 3 or 4 other languages 4) _____ 5 or 6 other languages 5) _____ 7 or more other languages	
12. My nerves are: 1) _____ pretty good 2) _____ average 3) _____ jumpy but O.K. 4) _____ very poor 5) _____ shot	

	COMMENTS
13. In school, I have caused trouble: 1) _____ never 2) _____ once or twice 3) _____ 3 or 4 times 4) _____ 5 or 6 times 5) _____ more than 7 times	
14. The last time I got into trouble, I had: 1) _____ not been drinking or had not had drugs at all 2) _____ only had a little 3) _____ had a fair amount 4) _____ had too much 5) _____ had so much I did not know what I was doing	
15. When I watch a T.V. show, I can understand what is going on: 1) _____ always 2) _____ almost all the time 3) _____ much of the time 4) _____ some of the time 5) _____ never	
16. When I was younger, the police picked up: 1) _____ none of my friends 2) _____ one or two of my friends 3) _____ some of my friends 4) _____ most of my friends 5) _____ all of my friends	

	COMMENTS
17. Compared to other people, I have: 1) _____ a lot less problems 2) _____ less problems 3) _____ about the same number of problems 4) _____ more problems 5) _____ many more problems	
18. In the future, I will drink alcohol or take drugs: 1) _____ never 2) _____ once in awhile 3) _____ once a week 4) _____ 2 or 3 times a week 5) _____ more than 3 times a week	
19. Physically, my body and health are: 1) _____ perfect 2) _____ very good 3) _____ pretty good 4) _____ not too good 5) _____ poor	
20. The staff in this place are: 1) _____ nice and helpful 2) _____ helpful 3) _____ O.K. 4) _____ not too bad 5) _____ stupid	

	COMMENTS
21. Most people seem to think I am: 1) _____ a very good person 2) _____ a bit better than others 3) _____ just like everyone else 4) _____ a bit worse than others 5) _____ a very bad person	
22. I believe that drugs have made me think and do: 1) _____ I do not use drugs 2) _____ bad things 3) _____ have no effect on me 4) _____ better things than I usually do 5) _____ very good things	
23. I have trouble remembering the names of my friends: 1) _____ never 2) _____ once in awhile 3) _____ some of the time 4) _____ most of the time 5) _____ all the time	
24. I have been in gang fights: 1) _____ never 2) _____ never but wish I had 3) _____ once 4) _____ 2 or 3 times 5) _____ more than 3 times	

	COMMENTS
25. I think I do the best thing: 1) _____ all the time 2) _____ almost all the time 3) _____ much of the time 4) _____ some of the time 5) _____ once in awhile	
26. I have lived in this country and: 1) _____ no other country 2) _____ 1 or 2 other countries 3) _____ 3 or 4 other countries 4) _____ 5 or 6 other countries 5) _____ 7 or more other countries	
27. I change from happy one minute to sad the next: 1) _____ never 2) _____ once in awhile 3) _____ some of the time 4) _____ most of the time 5) _____ all the time	
28. I enjoy fighting: 1) _____ not at all 2) _____ a little 3) _____ some 4) _____ much 5) _____ very much	

	COMMENTS
29. Most of my friends drink alcohol: 1) _____ never 2) _____ once in awhile 3) _____ about once a week 4) _____ more than once a week 5) _____ all the time	
30. People I know seem like strangers to me: 1) _____ never 2) _____ once in awhile 3) _____ some of the time 4) _____ most of the time 5) _____ all the time	
31. When I think about illegal things I have done, I am: 1) _____ very sorry 2) _____ sorry 3) _____ not sorry or never think about it 4) _____ might do it again 5) _____ will do it again	
32. People seem to like it better when: 1) _____ I talk a lot 2) _____ I talk a little 3) _____ I am there but do not bother them 4) _____ I just listen 5) _____ I am not there	

	COMMENTS
33. When I think about my problems, I: 1) _____ know they will work out 2) _____ never think about them or have no problems 3) _____ worry a little 4) _____ worry a lot 5) _____ get so scared I feel sick	
34. If someone tried to cheat me, I would: 1) _____ forgive and forget 2) _____ forgive but not forget 3) _____ not forgive them 4) _____ make them sorry 5) _____ make them very sorry	
35. Most of the time I sleep: 1) _____ every night 2) _____ twice a week 3) _____ once a week 4) _____ almost never 5) _____ never	
36. Dreams have made me wake up in the middle of the night: 1) _____ never 2) _____ once or twice 3) _____ 3 to 5 times 4) _____ more than 5 times 5) _____ I wake up every night	

	COMMENTS
37. If someone hit me, I would: 1) _____ I do not know what I would do 2) _____ go away or ask them why they did it 3) _____ hit them once 4) _____ hit them several times 5) _____ beat them up	
38. Most of my best friends use drugs: 1) _____ never 2) _____ once or twice 3) _____ some of the time 4) _____ most of the time 5) _____ all the time	
39. I forget what I was going to say: 1) _____ never 2) _____ once in awhile 3) _____ some of the time 4) _____ most of the time 5) _____ all the time	
40. I think: 1) _____ all laws are good 2) _____ most laws are good 3) _____ laws are good and bad 4) _____ many laws are bad 5) _____ all laws are bad	

	COMMENTS
41. When I do things, I do them: 1) _____ very good 2) _____ good 3) _____ better than average 4) _____ average 5) _____ poor	
42. Little things worry me: 1) _____ never 2) _____ once in awhile 3) _____ some of the time 4) _____ most of the time 5) _____ all the time	
43. If I hurt someone, I would feel: 1) _____ very bad 2) _____ bad 3) _____ bad but not too bad 4) _____ depends on the person and how it would feel 5) _____ would not care	
44. When I am drunk or on drugs, I: 1) _____ do not get drunk or take drugs 2) _____ never get into trouble 3) _____ try not to get into trouble 4) _____ sometimes get into trouble 5) _____ always get into trouble	

	COMMENTS
45. I will be in trouble: 1) _____ never again 2) _____ do not want to be again 3) _____ do not want to be but probably will be again 4) _____ once or twice more 5) _____ for the rest of my life	
46. The drug I have taken the MOST is: 1) _____ no drugs 2) _____ marijuana or hashish 3) _____ LSD or drugs like LSD 4) _____ speed or drugs like speed 5) _____ heroin, crack-cocaine, or similar drugs	
47. I feel sick: 1) _____ never 2) _____ once in awhile 3) _____ some of the time 4) _____ most of the time 5) _____ all the time	
48. I get a kick out of seeing someone put down: 1) _____ never 2) _____ once in awhile 3) _____ some of the time 4) _____ most of the time 5) _____ all the time	

	COMMENTS
49. My life has been: 1) _____ better than most peoples 2) _____ as good as most peoples 3) _____ average 4) _____ as bad as most peoples 5) _____ worse than most peoples	
50. I have carried a weapon on me: 1) _____ never 2) _____ once or twice 3) _____ some of the time 4) _____ most of the time 5) _____ all the time	

TABLE 1.

RESULTS OF DATA

CARLSON PSYCHOLOGICAL SURVEY

PERCENTILE RANKS

	Chemical Abuse	Thought Disturbance	Antisocial Tendencies	Self Depreciation	Validit
SUBJECT 1:	21	21	23	35	55
SUBJECT 2:	5	20	7	15	55
SUBJECT 3:	1	28	31	1	90
SUBJECT 4:	48	3	68	3	55
SUBJECT 5:	38	17	50	38	80
SUBJECT 6:	1	32	17	8	80
SUBJECT 7:	1	68	24	8	80
SUBJECT 8:	1	64	60	44	80

TABLE 2.

RESULTS OF DATA

CARLSON PSYCHOLOGICAL SURVEY

CLINICAL DATA/RAW DATA

	Chemical Abuse	Thought Disturbance	Antisocial Tendencies	Self Depreciation	Validity
SUBJECT 1:	17	22	29	18	3
SUBJECT 2:	11	22	23	14	3
SUBJECT 3:	9	23	31	10	5
SUBJECT 4:	23	27	33	10	3
SUBJECT 5:	21	21	34	18	4
SUBJECT 6:	9	24	24	13	4
SUBJECT 7:	9	31	28	13	4
SUBJECT 8:	9	31	37	19	4

TABLE 3.

RESULTS OF DATA

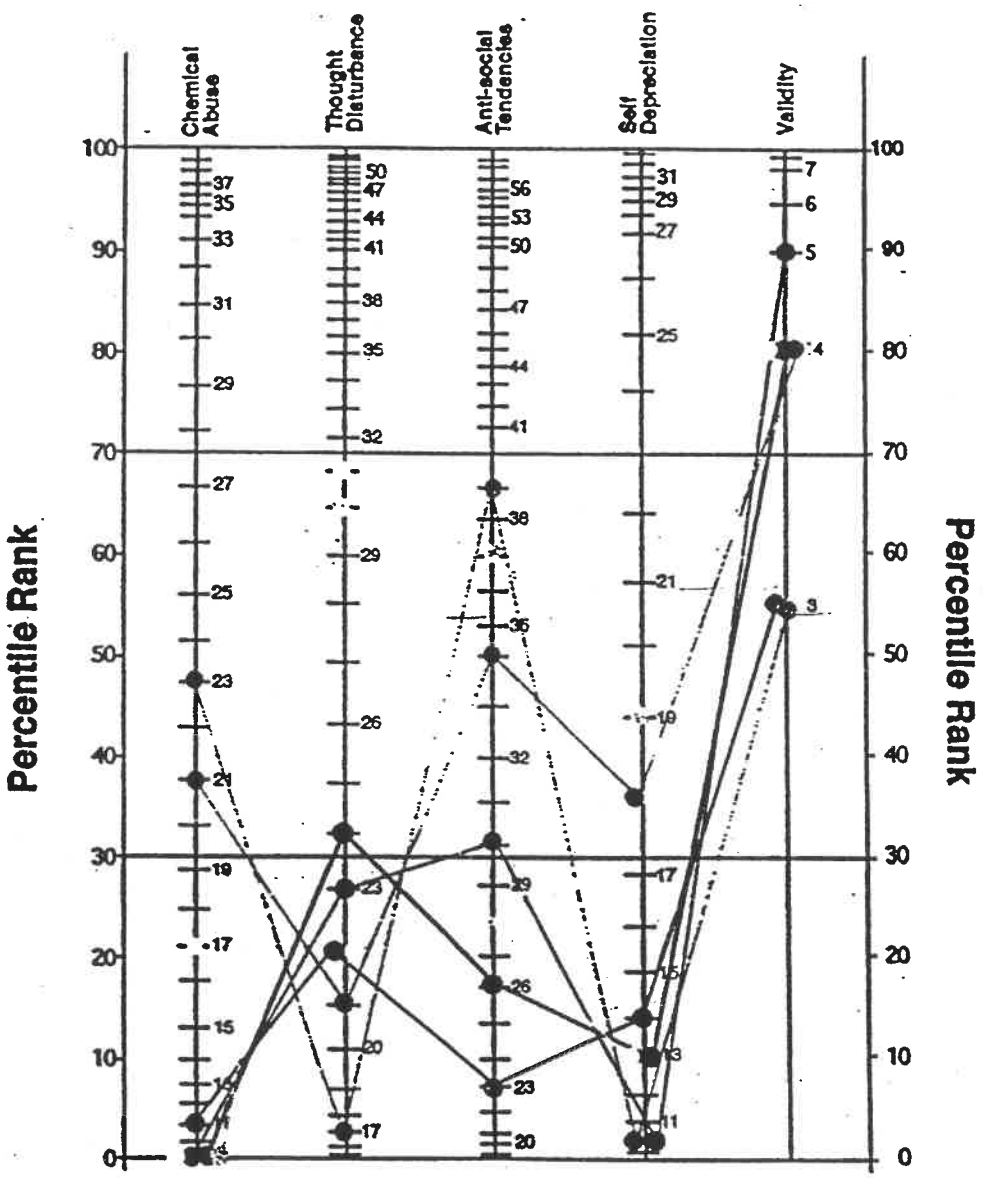
CARLSON PSYCHOLOGICAL SURVEY

PROFILE TYPES

SUBJECT 1:	13
SUBJECT 2:	13
SUBJECT 3:	9
SUBJECT 4:	9
SUBJECT 5:	9
SUBJECT 6:	13
SUBJECT 7:	13
SUBJECT 8:	13

CARLSON PSYCOLOGICAL STUDY

GROUP PROFILE



APPENDIX IV

COMMUNITY PROJECTS AND PROGRAMS

Information quoted from the following annotated projects was obtained from a document that was prepared under grant number 92-JN-CX-0004 from the Office of Juvenile Justice and Delinquency Prevention (OJJDP), U.S. Department of Justice.

[1]Benton-Franklin Community Commitment, 5606 W. Canal Place, Suite 106, Kennewick, WA 99336. This project provides services for the following target population: chronic runaways; school failures; serious, chronic and violent offenders; property offenders; first-time offenders; mentally retarded offenders; female offenders; gang members; minority offenders; weapon carriers; predelinquent/at-risk youth; age 12 to 18.

[2]Gateway Juvenile Diversion Program, 29 North Maysville Street, Mt. Sterling, KY 40353. This project provides services for the following target population: chronic runaways; school failures; predelinquent/at-risk youth, first-time offenders; age 18 and under.

[3]Kids of Purpose (KOP), Pemiscot County Courthouse, Caruthersville, MO 63830. This project provides services to serious, chronic and violent offenders; age 12 to 16.

[4]Lincoln Hills School, 4380 Copper Lake Road, Irma, WI 54442-9720. The project provides services for serious chronic and violent offenders; age 12 to 18.

[5]Mill Street Project, Johnson County Juvenile Services, 116 South Mille Street, Cleburne, TX 76031. This project provides services for serious, chronic and violent offenders; ages 10 to 16.

[6]P.A.C.E. Center for Girls, Inc., 9250 Cypress Green Drive, Suite 106, Jacksonville, FL 32256. This project provides services for chronic runaways, school failures, predelinquent/at-risk youth; age 12 to 18.

[7]Regional Juvenile Justice Center, P.O. Box 390, Mountain Grove, MO 65711. This project provides services for chronic runaways; school failures; serious, chronic and violent offenders; substance abusers; drug dealers; arsonists; prostitutes; sex offenders; youth offenders; minority offenders; weapon carriers; predelinquent/at-risk youth; age 12 to 16.

[8]State Intensive Aftercare Unit, 1801 Vine St., 3rd Fl., Philadelphia, PA 19103. This project provides services for serious, chronic & violent offenders; substance abusers; age 12 to 21.

[9]Status Offender Services Program, St. Louis City Juvenile Court, 920 N. Vanderventer, St. Louis, MO 63108. This project provides services for predelinquent/at-risk youth; age 10 to 17.

[10]Texas Key/Day Treatment, 2100 Hamilton, Houston, TX 77003. This project provides services for school failures; age 10 to 17.

[11]Tutor Program, Clark Superior Court/Probation Department, 510 E. Court Avenue, Rm. 249, Jeffersonville, IN 47130. This project provides services for school failures, predelinquent/at-risk youth; age 9 to 17.

[12]Project IMPACT, c/o Maine Youth Center, 675 Westbrook St., South Portland, ME 04106. This project provides services for school failures; age 11 to 21.

[13]George Junior Republic, P.O. Box 1058, Grove City, PA 16127. This project provides services for substance abusers; property offenders; shoplifters; young offenders; predelinquent/at-risk youth; age 9 to 18.

[14]Spaulding Youth Center, P.O. Box 189, Shedd Road, Tilton, NH 03276. This project provides services for emotionally disturbed/mentally ill offenders; age 6 to 16.

[15]Bluegrass Impact, 108 Lexington Street, Lancaster, KY 40444. This project provides services for emotionally disturbed/mentally ill offenders; age to 18.

[16]Hanover House Home Confinement, 3413 Old Getwell Road, Memphis, TN 38118. The project will provide services for drug dealers and substance abusers; age 9 to 18.

[17]United Family Services, 4001 King Richard Circle, Pine Bluff, AR 71603. This project provides services for first-time offenders; age 10 to 18.

[18]CHOICES (Don't Choose Crime, Don't Choose to Lose), P.O. Box 536, Huntsville, TX 77342-0536. This project provides services to predelinquent/at-risk youth; age 3 to 18 (preschool to grade 12).

[19]Juvenile Work Restitution Program, Tuscaloosa County Juvenile Probation, 6001 12th Ave., East Tuscaloosa, AL 35405. This project provides services for first-time offenders; age 10 to 21.

[20]GAPP (LA Co. Probation), 3221 Torrance Blvd., Torrance, CA 90503. This project provides services for predelinquent/at-risk youth; age 5 to 16.

[21]Maximum Supervision Program, 111 W. Franklin, Waxahachie, TX 76165. This project provides services for serious, chronic and violent offenders; age 10 to 17.

[22]Victim Offender Reconciliation Program, 976 S.W. Hayter, Dallas, OR 97338. This project provides services for first-time offenders; property offenders; age 7 to 17.

[23]Abraxas Foundation of West Virginia (Residential), Rt. 2, Box 56 A, Waverly, WV 26184. This project provides services for property offenders; age 14 to 18 (waiver required for youth under 14).

[24]Kids in Need of Development (KIND), P.O. Box 7205, Monroe, LA 71211. This project provides services for predelinquent/at-risk youth offenders and their families; age 12 to 17.

[25]Adelphol Village Aftercare, 354 Main Street, Latrobe, PA 15650. This project provides services for the following target population: chronic runaways; school failures; serious, chronic and violent offenders; substance abusers; drug dealers; arsonists; prostitutes; sex offenders; property offenders; first-time offenders; age 11 to 19.

[26]Adolescent Residential Center (ARC), 6205 Trouble Creek Road, Newport Richey, FL 34652. This project provides services for the following target population: substance abusers; chronic runaways; school failures; sex offenders; property offenders; first-time offenders; gang members; female offenders; minority offenders; weapon carriers; age 10 to 18.

[27]Adolescent Sex Offender Program, Richland County Juvenile Court, 275 Hedges Street, Mansfield, OH 44902. This project provides services for sex offenders; age 12 to 17.

[28]Alternative Behavioral Choices Advisory Center for Teens, 1115 Ball N.E., Grand Rapids, MI 49505. This project provides services for the following target population: property offenders; first-time offenders; shoplifters; age 10 to 17.

[29]Alternative Community Resource Program, Inc. 726 Franklin Street, Johnstown, PA 15901. This project provides services for the following target population: chronic runaways; school failures; property offenders; first-time offenders; predelinquent/at-risk youth; age 8 to 18.

[30]Anderson Shelter and Evaluation Center, 420 N. 7th, Nyssa, OR 97913. This project serves the following target population: chronic runaways; school failures; predelinquent/at-risk youth; age 10 to 17.

[31]Anoka County Juvenile Center, 7555 4th Ave., Lino Lakes, MN 55014-1097. This project serves the following target population: serious, chronic and violent offenders; sex offenders; age 12 to 18.

[32]Arizona Boys Ranch-Main Campus, 20061 E. Rittenhouse Road, Boys Ranch, AZ 85242-9715. This project provides services for the following target population: chronic runaways; school failures; serious, chronic and violent offenders; substance abusers; property offenders; gang members; age 8 to 18.

[33]ASPIRA Youth Leadership Development Outreach, ASPIRA of Florida, Inc., 3650 N. Miami Avenue, Miami, FL 33137. This project provides services to the following target population: predelinquent/at-risk youth; school failures; minority offenders; age 12 to 18.

[34]B.O.N.D. - Building on New Directions, 212 N. Van Buren, Henderson, TX 75652. This project provides services for first-time offenders; age 10 to 16.

[35]Being All You Can Be, P.O. Box 36, Eddyville, KY 42038. This project provides services for the following target population: school failures; young offenders; first-time offenders; age 9 to 19.

[36]Berkshire Farm Center and Services for Youth, Route 22, Canaan, NY 12029. This project provides services to the following target population: chronic runaways; school failures; substance abusers; age 12 to 17.

[37]Boys Challenge Program, Inc., Rt. 3, Box 87A, Waverly, TN 37185. This project provides services to the following target population: emotionally disturbed/mentally ill offenders; substance abusers; age 12 to 18.

[38]Camp E-Toh-Anee, Rt. I, Box 164E, Colebrook, NH 03576. This project provides services to the following target population: predelinquent/at-risk youth, emotionally disturbed/mentally ill offenders; age 11 to 17.

[39]Challenge/Project Adventure/P.O. Box 2447, Covington, GA 30209. This project provides services to the following target population: chronic runaways; school failures; substance abusers; drug dealers; arsonists; prostitutes; sex offenders; property offenders; young offenders; mentally retarded offenders; emotionally disturbed/mentally ill offenders; female offenders; gang members; minority offenders; weapon carriers; age 12 to 17.

[40]Changing Directions, P.O. Box 11130, 2nd District Probation Department, Reno, NV 89520. This project provides services to the following target population: first-time offenders; chronic runaways; predelinquent/at-risk youth; age 12 to 20.

[41]China Spring Youth Camp, P.O. Box 218, Minden NV 89423. This project provides services to the following target population: serious, chronic and violent offenders; age 12 to 18.

[42]CHOICES (Don't Choose Crime), P.O. Box 588, Georgetown, TX 78627. This project provides services for the following target population: predelinquent/at-risk youth; age 6 to 18.

[43]CO-OP Treatment Program Project Adventure, P.O. Box 2447 Covington, GA 30209. This project provides services to the following target population: substance abusers; age 12 to 17.

[44]Community Alternatives, Inc. Foster Care Program, 413 West Washington Street, New Castle, PA 16101. This project provides services to the following target population: school failures; chronic runaways; property offenders; first-time offenders; age newborn to 18.

[45]Community Detention Program, P.O. Box 809, Swainsboro, GA 30401. This project provides services to the following target population: property offenders; serious, chronic and violent offenders; predelinquent/at-risk youth; age 12 to 17.

[46]Connecticut Junior Republic, P.O. Box 161, Litchfield, CT 06759. This project provides services to the following target population: disturbed mentally ill offenders; predelinquent/at-risk youth; drug dealers; age 12.5 to 15.5.

[47]Crime Prevention Program, 8333 Veterans Memorial Blvd., Baton Rouge, LA 70807. This project provides services to the following target population: first-time offenders; property offenders; shoplifters; age 10 to 17.

[48]Eagle Lake Group Home Division, P.O. Box 188, Eagle Lake, ME 04739. This project provides services to the following target population: school failures; substance abusers; property offenders; predelinquent/at-risk youth; age 11 to 17.

[50]Eastern Area Community Ministries, P.O. Box 43049, Louisville, KY 40253-0049. This project provides services to the following target population: first-time offenders; predelinquent/at-risk youth; age 18 and under.

[51]Family Preservation: In Home Services, 241 High Street, New Wilmington, PA 16142. This project provides services to the following target population: predelinquent/at-risk youth offenders and family; age 12 to 17.

[52]Forest County Second Chance, 200 Madison, Crandon, WI 54520. This project provides services to the following target population: first-time offenders; age 12 to 18.

[53]Frederick Day Treatment, 201 Thomas Johnson Drive, Frederick, MD 21702. This project provides services to the following target population: school failures; substance abusers; emotionally disturbed/mentally ill offenders; predelinquent/at-risk youth/ age 12 to 18.

[54]Goodiarck Medical Center Diagnostic & Acute Care, 111 Highway 70 East, Dickson, TN 37055. This project provides services to the following target population: arsonists; female offenders; minority offenders; ~~gang members; weapon carriers;~~ predelinquent/at-risk youth; age 7 to 18.

[55]High Intensive Treatment Program (HIT), Dept. of Youth Services, P.O. Box 9386, Birmingham, AL 35220-0486. This project provides services to the following target population: first-time offenders; age 12 to 18.

[56]Host Home Program, 706 S. Main, Suite E, Mountain Home, AR 72653. This project provides services to the following target population: chronic runaways; predelinquent/at-risk youth offender and family; young offenders; female offenders; age 18 and under.

[57]Imagery for Adolescents, 1440 Mt. Vernon Avenue, Marion, OH 43302. This project provides services to the following target population: school failures; drug dealers; first-time offenders; young offenders; female offenders; minority offenders; age 8 to 18.

[58]IMPACT, 210 South Woodrow Lane, Denton, TX 76205. This project provides services to the following target population: first-time offenders; predelinquent/at-risk youth; age 10 to 17.

[59]In-Home Services (Community Alternatives, Inc.), 413 West Washington Street, New Castle, PA 16101. This project provides services to the following target population: predelinquent/at-risk youth; school failures; first-time offenders; age 7 to 18.

[60]Indianapolis Training Institute, 2820 N. Meridian, Indianapolis, IN 46208. This project provides services to the following target population: predelinquent/at-risk youth; young offenders; age 6 to 20.

[61]Intensive Probation Counseling, Robeson County Courthouse, Lumberton, NC 28358. This project provides services to the following target population: serious, chronic and violent offenders; age up to 16.

[62]Intensive Supervision Probation, P.O. Box 325 2nd District Court, Farmington, UT 84025. This project provides services to the following target population: first-time offenders; substance abusers; age 12 to 17.

[63]Jefferson County Coalition for Juvenile Justice, P.O. Box 2377, Louisville, KY 40201-2377. This project provides services to the following target population: property offenders; female offenders; minority offenders; gang members; age 8 to 18.

[64]Key to Empowering Youth Program, c/o Courthouse, CR 900, Morristown, NJ 07963-0900. This project provides services to the following target population: first-time offenders; age 12 to 16.

[65]Learning and Serving Together (L.A.S.T.), Box 4666, Youth Services, Pocatello, ID 83205-4666. This project provides services to the following target population: young offenders; age 7 to 14.

[66]Lena Pope Home, Inc., 4701 W. Rosedale St., Ft. Worth, TX 76107. This project provides services to the following target population: emotionally disturbed/mentally ill offenders; substance abusers; age 10 to 17.

[67]Life Skills Education to Empower People, 4600 Buckner Lake, Paducah, KY 42003. This project provides services to offender and family; all ages.

[68]Love That Child, Inc., 6865 W. Strickland, Douglasville, GA 30134. This project provides services to the following target population: property offenders; school failures; age 12 to 18.

[69]Marshall Middle School, 1000 West Jefferson Street, Plymouth, IN 46563. This project provides services to the following target population: school failures; age 12 to 16.

[70]Mary Haven Youth Center, 1490 Street, Rt. 63, or 300 E. Silver Street, Lebanon, OH 45036. This project provides services to the following target population: serious, chronic and violent offender; age 12 to 18.

[71]McCrossan Boys Ranch, RR 4, Box 19, Sioux Falls, SD 57107-9484. This project provides services to the following target population: school failures; property offenders; first-time offenders; minority offenders; predelinquent/at-risk youth; age 10 to 18.

[72]Metamorphosis Natchitoches Alcohol and Drug Abuse Clinic, 116 Hwy 1 South, Natchitoches, LA 71457. This project provides services to the following target population: predelinquent/at-risk youth; substance abusers; age 5 and over.

[73]Ministries United South Central Louisville Youth, 1207 Hart Avenue, Louisville, KY 40213. This project provides services to the following target population: predelinquent/at-risk youth; property offenders; first-time offenders; young offenders; age 8 to 17.

[74]Mountain Youth Resources Hawthorne Heights, P.O. Box 1715, Bryson City, NC 28713. This project provides services to the following target population: chronic runaways; predelinquent/at-risk youth; first-time offenders; age 10 to 17.

[75]Neighborhood Complaint Hearing, Clark County Superior Court/Probation Department, 501 E. Court Avenue, Rm. 249, Jeffersonville, IN 47130. This project provides

services to the following target population: property offenders; first-time offenders; young offenders; age 4 to 17.

[76]New Dominion School, P.O. Box 540, Dillwyn, VA 23936. This project provides services for emotionally disturbed/mentally ill offenders; age 11 to 18.

[77]Nicholas Residential Treatment Center for Youth, 5581 Dayton-Liberty Road, Dayton, OH 45418. This project provides services for property offenders; serious, chronic and violent offenders; age 11 to 16.

[78]Otsego County Diversion Services, 225 W. Main, Rm. 208, Gaylord, MI 49735. The project provides services for school failures; female offenders; gang members; weapon carriers; age 8 to 16.

[79]Parent-to-Parent Training Program, 1100 21st Street East, Tuscaloosa, AL 35405. The project provides services for the offender and family; age 10 and over.

[80]Parmadale, 6753 State Road, Parma, OH 44134. This project serves school failures; drug dealers; sex offenders; female offenders; weapon carriers; delinquent/at-risk youth; age 12 to 21.

[81]Manassas Day Treatment, 8401 Dorsey Circle, Suite 101, Springwood Psychiatric Institute, Manassas, VA 22110. This project serves substance abusers; predelinquent/at-risk youth; age 12 to 18.

[82]Partners in Parenting Education, 102 Sidney Baker, Kerrville, TX 78028. This project provides services to offender and family; substance abusers; first-time offenders; property offenders; age 10 to 17.

[83]Partners in a Dream, P.O. Box 127, Sextonville, WI 53584. This project provides services for school failures; serious, chronic and violent offenders; age 12 to 18.

[84]Port Group Homes, Inc., 210 N.W. 2nd Street, Brained, MN 56401. This project provides services for chronic runaways; school failures; property offenders; substance abusers; sex offenders; age 12 to 18.

[85]Positive Steps, c/o Truckee Meadows Mental Health Services, P.O. Box 30012, Reno, NV 89502. This project provides services for first-time offenders; predelinquent/at-risk youth; age 9 to 17.

[86]Preliminary Conferences, P.O. Box 566, Carmi, IL 62821. This project provides services for first-time offenders; age 5 to 16.

[87]Probation Fields, 182 1st Street, Passaic, NJ 07055. This project provides services for substance abusers; drug dealers; property offenders; female offenders; weapon carriers; age 12 to 18.

[88]Professional Family Care Services, Inc. (PFCS), 937 Menoher Blvd., Johnstown, PA 15905. This project provides services for chronic runaways; school failures; substance abusers; young offenders; offender and family; mentally retarded offenders; predelinquent/at-risk youth; age 18 and under.

[89]Program for Change, 529 Main Street, Adolescent and Adult Counseling, Inc., Lafayette, IN 47091. This project provides services for first-time offenders; age 11 to 18.

[90]Public Service Work, 101 Marshall County Courthouse, Lewisburg, TN 37091. This project provides services for property offenders; first-time offenders; young offenders; age 12 to 17.

[91]Rainbow Lake School Project Adventure, P.O. Box 2447, Covington, GA 30209. This project provides services for first-time offenders; gang members; minority offenders; weapon carriers; predelinquent/at-risk youth; age 12 to 14.

[92]Reeves County Juvenile Detention Center, P.O. Box 749 Locker Road, Pecos, TX 79722. This project provides services for serious, chronic and violent offenders; property offenders; school failures; age 10 to 17.

[93]Residential Treatment Program at Springwood, Route 4, Box 50, Leesburg, VA 22075. This project provides services for school failures; substance abusers; emotionally disturbed/mentally ill offenders; age 12 to 19.

[94]Rosecrance Center - Drug Alcohol Family Asst. Program, 1505 N. Alphine Road, Rockford, IL 61107. This project provides services for substance abusers; first-time offenders; age 12 to 18.

[95]Rowlette Structured Group Home, 1699 No. Hwy 118, Monroe, UT 84754. This project provides services for school failures; serious, chronic and violent offenders; age 12 to 17.

[96]Shoplifting Education Program, Room B-15 Cabell Co. Courthouse, 750 5th Avenue, Huntington, WV 25701. This project provides services for first-time offenders; property offenders; age 10 to 17.

[97]South East Missouri Community Treatment Center, Hwy. 32 East., P.O. Drawer 459, Farmington, MO 63640. This project provides services to predelinquent/at-risk youth and their families; age 12 to 18.

[98]Southwest Youth Services/Diversion Program, Louisville, KY 40272. This project provides services for first-time offenders; age N/A.

[99]Special Probation Services, 501 South Brentwood Blvd., St. Louis County Juvenile Court, Clayton, MO 63105. This project provides services to the serious, chronic and violent offenders; gang members; age 12 to 16.

[100]Mam Youth Services, 144 Chenoweth Lane, Louisville, KY 40242. This project provides services for school failures; property offenders; first-time offenders; young offenders; minority offenders; predelinquent/at-risk youth; age 9 to 17.

[101]Substance Use Prevention & Education Resource, St. John's Center, 2015 E. 72nd Street, Kansas City, MO 64132. This project provides services for first-time offenders; young offenders; predelinquent/at-risk youth; substance abusers; age 10 to 18.

[102]Surviving on the Streets (S.O.S.), 2315 Costaride St., Mobile, AL 36617. This project provides services for school failures; property offenders; gang members; minority youth; age 9 to 18.

[103]Targeted Case Management, P.O. Box 1197, Columbia, TN 38401. This project provides services for the emotionally disturbed/mentally ill offenders; age 2 to 18.

[104]Teen Court, P.O. Box 1000, Bradenton, FL 34206. This project provides services for first-time offenders; young offenders; age 10 to 18.

[105]Teens Together, 2135 N. 6th Street, Harrisburge, PA 17110. This project provides services for young offenders; first-time offenders; age 10 to 18.

[106]Teen Court, Humboldt County Superior Court, 825 Fifth Street, Eureka, CA 95501. This project provides services for first-time offenders, age 12 to 17.

[107]Texas Key/La Esperanza, 504 East Washington Street, Brownsville, TX 78520. This project serves predelinquent/at-risk youth; school failures; age 10 to 17.

[108]Texas Key/Residential Treatment Center, 120 Portland, Houston, TX 77006. The project provides services for serious, chronic and violent offenders; age 12 to 17.

[109]The House Next Door (Prime Time Parent Program), 121 W. Pennsylvania Avenue, Deland, FL 32720. This program provides services for offender and family; age 7 to 17.

[110]The Leaguers, Inc., 731 Clinton Avenue, Newark, NJ 07108. The project provides services for offender and family; age 9 to 17.

[111]Turning Point/First Offender Program, 1505 Eighth Street, HCA Red River Hospital, Wichita Falls, TX 76301. This project provides services for first-time offenders; offender and family; age 9 to 17.

[112]Tutoring Program, 601 8th Street, Portsmouth, OH 45662. This project provides services for school failures; first-time offenders; age 12 to 18.

[113]YMCA Time Out, P.O. Box 2336, 8015 Perry Street, Montgomery, AL 36116. This project provides services to predelinquent/at-risk youth; first-time offenders; age 10 to 16.

[114]Youth Court Youth Services, P.O. Box 4666, Pocatello, ID 83209. This project serves first-time offenders; young offenders; age 8 to 17.

[115]Juvenile Diversion Impact Program, Juvenile Probation Department, P.O. Box 7, Kountze, TX 77625. This project provides services for first-time offenders; age 10 to 17.

[116]Drug Detention and Monitoring Program, 1440 Mt. Vernon Avenue, Marion, OH 43302. This project provides services for predelinquent/at-risk youth; substance abusers; age 8 to 17.

[117]Bridging the Gap, 6000 Hough Ave., Cleveland, OH 44103. This project provides small group sessions on life skills issues, a weekly recreation component, community service-type volunteer work experience, monthly parent/child conferences, and follow-up referrals for youth age 16 to 18.

[118]College Hill Men's Mentoring, 1547 Philadelphia Drive, Dayton, OH 45406. This project will mentor elementary students. Services are provided by College Hill Church and Cornell Heights Elementary Schools to ages 8 to 12.